

**THE EFFECT OF USING INQUIRY-BASED LEARNING
STRATEGY IN THE WRITING ABILITY OF THE EIGHTH
GRADE STUDENTS OF SMP NEGERI 1 PRAMBANAN
KLATEN IN THE ACADEMIC YEAR OF 2012/2013**

A THESIS

Presented as partial fulfillment of the requirements for the attainment
of the degree of *Sarjana Pendidikan* in English Education Department



by

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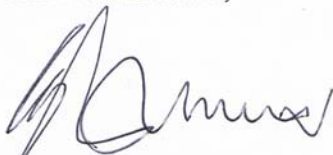


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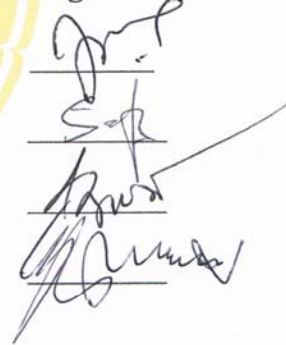
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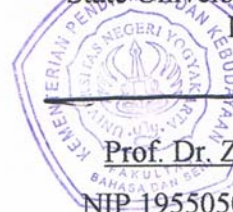
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MOTTOS

“Man Jadda Wa Jadda”

With God’s bless, anyone who focuses and has strong
willing to reach his dreams then they will come true

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ ﴿١٥٣﴾

*Believers! Seek help in patience and in prayer, indeed Allah is with
those that are patient
(QS. Al Baqarah: 153)*

DEDICATIONS

I proudly dedicate this thesis to:

♥ My beloved father and mother,

(Their support, love, and every prayer for me to finish my thesis,
especially my mom who is never ever tired of supporting me and makes
me strong)

♥ My lovely husband,

(I thank him that always care, love, and hug me when I feel down)

♥ My little brother,

(Many thanks him, because he always helps me in everything and
accompanies me to do my thesis even until mid night)

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Finally, I really realize that this thesis is far from being perfect. Therefore, I welcome all criticisms and suggestions from those interested in the similar topic. By looking at the other side of these imperfections, I do expect this thesis will be useful for whoever reads this thesis, particularly the students of English Education Department of Yogyakarta State University.

Yogyakarta, July 2013

Researcher



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**THE EFFECT OF USING INQUIRY-BASED LEARNING STRATEGY IN
THE WRITING ABILITY OF THE EIGHTH GRADE STUDENTS OF
SMP NEGERI 1 PRAMBANAN KLATEN IN THE ACADEMIC YEAR OF
2012/2013**

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ABSTRACT

The objective of this study is to find out whether there is a significant difference in terms of writing ability improvements between grade VIII students of *SMP N 1 Prambanan Klaten* who are taught inquiry-based learning strategy as a method and those who are not in the academic year 2012/2013.

This study involved 64 students from two groups, Class VIII D (32) as the experimental class and Class VIII E (32) as the control class. The experimental class used inquiry-based learning strategy as teaching method in the teaching and learning process, whereas the control class was not taught by using the teaching method. The data were obtained by using an essay writing test. It was administered to the two classes as the pre-test and post-test. The pre-test was given to both classes before the treatment was given and the post-test was given after the treatment finished. The data of the pre-test and post-test of both groups were analyzed by means of descriptive and inferential statistics. After the data were tested and found to be homogeneous and normal, the hypothesis was tested using the analysis of covariance (ANCOVA).

The results of the data analysis are as follows. First, the mean value of the post-test in the experimental class (82.10) is higher than that in control class (66.09). Second, there is a significant difference in the writing ability between the students who were using inquiry-based learning strategy and those who were not. It can be seen in the result of the hypothesis testing using ANCOVA. The significant value of 0.00 is less than the significance level of 0.05 ($0.00 < 0.05$), which means that the data of this study are considered to have a significant difference. Therefore, the hypothesis of this study is accepted. It means that inquiry-based learning strategy improve significantly the students' writing ability in the English teaching and learning process in *SMP N 1 Prambanan Klaten*.

CHAPTER I INTRODUCTION

A. Background of the Problem

In studying English there are four skills that must be learnt by foreign language students, they are listening, speaking, reading, and writing. The skills are the crucial elements in studying English, and among those skills, writing is considered the most difficult skill than others because writing is a merging process of ideas and opinions to be expressed in written language. Sometimes the learners feel difficult to write because they have to pay attention to every detail in their writing. Besides, in expressing ideas, the students will use assorted sentences such as compound sentence and complex sentence and they also will use assorted clauses. Therefore, writing is very complex like as mentioned by Richards and Renandya (2002:309) that written language is complex at the clause level. In order to improve the students' writing ability in classroom, an English teacher has to choose the appropriate learning methods, right materials based on the students' need, and suitable activities for the students.

From those supporting factors involve choosing learning methods, choosing learning materials and choosing appropriate writing activities in classroom will make students enjoy to learn English especially writing. The students who love English will be easy to learn English writing so that they will be easy to express their ideas. It is almost the same with students who

have a good writing ability. It will be easy for them to express their ideas clearly on papers.

They can explain their ideas clearly because they write in good structure and grammar, write down the points obviously, well organized, and have logical supports. Definitely, the students who can write in English correctly will be easy to express their ideas and their imagination and the readers will be easy to follow the students thought, ideas, and their imagination.

Students who have a good writing ability will have strong self-confidence because they believe that they can do anything by using their ability. Self-confidence is the internal factor which is important to give them motivation to learn English. Students with high motivation to learn English will have a great spirit to study writing actively. Certainly, they will improve their writing ability. Therefore, the teachers expect that the students can have a good writing ability, that they can express their ideas and opinions obviously.

However, in reality, teaching writing for junior high school is not a simple matter. It happens because the students do not use English language for their communication, so that they will have difficulties when they have a writing lesson. Actually, writing is a difficult subject because the students have to arrange words to be a correct sentence. According to Tiedt (1989:6), writing skill is considered the most difficult skill to master. This idea is supported by Raimes (1993:13) who states that writing mastery is difficult especially in arranging a good and right form of English. There are some factors that make the students fail in their writing examination. Firstly, they

feel difficult to arrange words into phrases and sentences. Secondly, students are lack in choosing an appropriate word in their paper whereas in understanding writing ability students have to use appropriate words in their writing. Thirdly, it is about the grammatical mistakes in writing. Students are expected to be able to write sentences with no grammatical errors but in fact grammatical errors are the main problems in their writing. Then, their writing is not comprehensible because the content of the composition is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Finally, students have to avoid “minimum requirement mistakes” in their writing, but they still make many mistakes in their writing such as: they forget to put full stop, comma, and capital letter in their sentences. This condition influences the students’ competence in their writing text because in writing, they need to apply and obey many rules order to produce communicative and effective composition. Ozbek (1995:53) states that learning to write well is a complex process involving many interconnected elements that are grammar, organization, vocabulary, spelling and punctuation. Those elements are significant in order to make the idea presented in that writing clear.

According to Byrne (1988), writing is difficult for students. In writing, students are expected to write on their own, without any interaction or feedback. To help the students to be able to write, English teachers should give a kind of interaction or feedback for them. The teachers should be more creative to find out the appropriate techniques in teaching writing. There are

some effective techniques in teaching writing. One of them is by using inquiry activity. Graham and Perin (2007) state that inquiry activities engage the students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task. It is a kind of teaching technique that helps the students to develop their writing ability because the learners can observe immediately the object of learning.

Considering those problems, it is important to improve the students' writing ability especially in junior high school. Thus, this study tries to find out an alternative solution to improve the result of teaching writing.

B. Identification of the Problem

There are three factors that influence the students' writing ability. They are factors that related to the teacher, student and the process.

1. Problem related to the teacher

It means that the problems which come from the teachers, the problems can be divided into three parts. They are method, material, and media which the teachers use when they teach in the classroom.

a) Method

In the class, teachers are promoters. They take control in classroom during the lesson until times up. Based on the observation at SMP N 1 Prambanan, the teacher did not use an interesting method in teaching in the class. She just explained the material in front of the class, after that she asked

her students to do the exercises. There was no interesting way to teach so that it made the students did not enjoy following the lesson.

b) Material

The teachers took the material of the subject from LKS and textbooks. It made the students bored and unmotivated, because there is no variation in material which is used. Then, students who have less motivation to learn English would get poor scores in the final examination of the subject.

c) Media

The teacher did not use any interesting media, she just used whiteboard. Thus, many students had less concentration during the lesson in the class. In teaching English, the use of media is an important thing to support teaching and learning process. By using media the teacher can convey the material with different and more attractive ways. Students will be interested in learning English if teachers use teaching media such as power point, picture, games, teaching object etc.

2. Problem related to students

The problems do not only come from teacher but also from students. It means that the problems which come from the writer, or usually known as personal factors. The factors deal with the students' interest and self-motivation.

a) Interest

Some students are less interested in English because they did not enjoy the teacher's teaching methods that there is no variation. Interest is the

crucial part that influences the students' ability in English because it is the key to master foreign language.

b) Motivation

Motivation is personal factor which comes from the students that make them interested in doing something. Students who are interested in English absolutely will have high motivation to learn English. On the other hand, students who are not interested in English certainly they will have low motivation to learn English and as the result, they will feel difficult to understand the material of the subject.

3. Problem related to process

The last factor that influences students' writing ability is the relation of the learning process and classroom activities.

a) Learning process

Learning process in the class is unattractive because there is no variation in the way learning process conducted so that the students will get bored. They just sit and listen to the teachers explaining the material in front of the class. As the result, the students didn't enjoy the lesson.

b) Classroom activities

Less variation of classroom activities also gave bad effects for the students' interest and the students' motivation to learn English. However, in many schools, there are some bored activities such as working assignments in the class on the textbook, doing exercises from LKS and at the end of the time teachers will give so many homeworks for students.

C. Delimitation of the Problem

From the identification of the problem above, it can be stated that there are many factors that influencing students' writing ability.

In this research study researcher choose SMP N 1 Prambanan as the place to conduct her research. Based on the observation by the researcher in SMP N 1 Prambanan the main problem in the school was students' low writing competence. When the students did their writing they made many mistakes in their work such as they had difficulties to express their ideas on paper, and made so many grammatical errors in their writing, they had difficulties to choose an appropriate words, and sometimes their writing is less comprehensible.

This study is delimited only on the problems related to teaching writing process. Due to teaching process is the important thing that has to be noticed in teaching writing. Researcher will give inquiry activity in her teaching process. The researcher hopes by using inquiry activity the students' writing ability will improve.

This delimitation is based on some reasons. Firstly, students can observe object of the study. By analyzing the object of the study immediately, it will be easy for the students to describe the object, develop their ideas, and to start writing on the paper. Secondly, basically inquiry is an activity which is easy to conduct in the class but sometimes teachers forget to use the method. By using inquiry activities teachers expect that these can help the students to develop their ideas before they start writing.

The delimitation is also done to the number of subjects of the research. In the research study the researcher chose the sample from two classes, they are class VIII D and VIII E, with the reason that they have similar characteristics

D. Formulation of the Problem

Based on the delimitation above, the problem is formulated as follows:

Are there any significant differences in English writing ability between the eighth grade students of junior high school who are taught with using inquiry activities and those who are taught without inquiry-based learning?

E. Research Objective

The purpose of this research is to find out whether there is a significant difference in terms of writing ability improvements between grade VIII students of *SMP N 1 Prambanan Klaten* who are taught inquiry-based learning strategy as a method and those who are not in the academic year 2012/2013.

F. Significance of the Research

There are some expected advantages that can be obtained from the study. Generally the advantages of the study are to give information about the effect of inquiry activity to the writing skill of the junior high school students. The advantages of the study are as follows:

- 1) For the students, this study hopefully gives motivation to improve their writing ability with the new methods.
- 2) For the teachers, expectantly the teacher can decide a suitable method of teaching for their students to make a good writing.

- 3) For the researchers, to give more insight or find out suitable method of teaching for their students in writing skill.

CHAPTER II

REVIEW OF RELATED THEORIES

A. Theoretical Description

This chapter reviews some related theories and studies upon which the hypothesis of this study has been built. The discussion of this chapter is divided into three main parts: theoretical description, conceptual framework, and hypothesis.

1. Writing

a. Definition of Writing

Writing is the process of arranging words to sentences or paragraphs which are meaningful. The sentences or the paragraphs are the result of someone's ideas and thought, their feeling and sometimes their opinion that they want to convey for the readers. It can be a message or medium for communication to other people. Chesla (2002:2) stated that writing is the way a writer expresses his ideas about a subject to an audience for a purpose. Similarly, Byrne, Hedge and Tribble in Mc Donough and Shaw (2003:161) argue that writing is a process of putting message into words. In foreign language learning, writing is a process where the foreign learners try to explore their ideas. Writing is also the way to check the foreign language learner whether they have mastered one of the skills of foreign language or not. Murcia (2001:205) stated that writing is the ability to express one's ideas in writing as second or foreign

language and to do so with reasonable and accuracy is a major achievement.

Osima and Hogue (2006:205) agree that writing is a process. They propose that a writing process is divided into four stages. The first is prewriting: choosing topic and collecting information. The second is outlining that means organizing ideas into an outline. The third is writing a rough draft, in this stage writers follow the outline and ignore the grammar, punctuation or spelling. The fourth stage is polishing or revising or editing.

Writing is also one of the productive skill, it means that it involves producing language rather than receiving it. In writing, students have to develop their ability by trying to write and expressing their ideas in the paper. However, writing is also a complexity subject that many students get difficulty in it. Richard & Renandya (2002:303) state that writing is the most difficult skill for second language learners. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into a readable text. The skills that are involved in writing are highly complex, second language writers have to pay attention to their skill of planning and organizing as well as their skill of spelling and giving punctuation.

In addition, Brown (2000:335) states that writing is a written product of thinking, drafting, and revising that require specialized skills on how to generate ideas, how to put them coherently, how to use discourse

makers and rhetorical conventions and to put them cohesively into a written text, how to revise text for clearer meaning, and how to edit text for appropriate grammar.

The definition above shows that writing is a productive language skill of thinking, drafting, and revising that consists of many constituent parts, content, organization, originality, style, fluency, accuracy or using appropriate rhetorical forms of discourse to communicate a message by making signs on a page.

b. Writing Process

As stated earlier, writing is a combination of process and product. Richard & Renandya (2003:315) say that writing process tends to be formed in two stages, the basic stages and the external stages. The basic stages involve planning, drafting, revising, and editing. The external stages involve responding, evaluating and post-writing.

In line with Richard & Renandya, Harmer (2004:162) states that there are four stages in the writing process. The first stage is planning. Experienced writers plan what they are going to write. It means before starting to write they have to decide what they are going to write. The second is drafting. It is the first time a writer attempts to write. In this stage the writer trying to make assumption that will be emended later. The third is editing (reflecting and revising). Reflecting and revising are often helped by other reader (or editor) who gives comment and makes

suggestions. Another reader's reaction on a piece of writing helps the writers to make appropriate revision. The last is final version. In the last stage, the writers have to edit their draft, and then make the necessary changes for the final version.

Osima and Hogue (2006:205) also state that there are four stages of writing process. The first is creating (pre-writing). In this step, writers choose a topic and collect the information of the topic that they have in creating step. The second is outlining that means organizing ideas into an outline. The third is writing a rough draft. In this stage, writers follow the outline and ignore the grammar, punctuation or spelling. The fourth step is polishing. This step is also called revising and editing.

In addition, Langan (2000:16) says that there are four processes of writing: prewriting, writing a first draft, revising, and outlining. It means that in writing there are several things that the writers need. The first stage is prewriting to develop a topic and get words on a paper. The next stage is revising. It means rewriting a paper and building on what has already been done, in order to make it better. The last stage is outlining. It provides a quick check on whether your paper will be unified, be adequately supported and be well organized.

However, Boardman and Frydenberg (2002:27-28) state that there are at least five stages in constructing a good written text. The first is establishing topic. The second is organizing ideas. The third is writing first

draft. The fourth is revising first draft. The last is proofreading the final draft.

Based on some theories above, it can be summarized that in general there are three steps of writing process, they are: pre-writing, writing, and rewriting. Pre-writing includes any stimulating activities before writing. It consists of planning and drafting. Writing refers to the activities of organizing one's ideas into sentences and paragraphs in the written form. While rewriting involves revising and editing.

c. Writing Skill

As the most difficult skill, writing deals with some aspects which should be known by the learners. Writing is not only about theoretical idea, but it more concerns on practical thing. In facts, writing deals with some sub-skills, including micro- and macro- skills.

In order to acquire the writing skills, there are some micro- and macroskills which should be mastered by the learners. Brown (2004:221) states some aspects included in them, in more detail, they are:

Microskills

1. Produce graphemes and orthographic patterns of English.
2. Produce writing at an efficient rate of speed to suit the purpose.
3. Produce an acceptable core of words and use appropriate word order patterns.
4. Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns and rules.
5. Express a particular meaning in different grammatical forms.
6. Use cohesive devices in written discourse.

Macroskills

7. Use the rhetorical forms and conventions of written discourse.
8. Appropriately accomplish the communicative functions of written to form and purpose.
9. Convey links and connections between events, and communicate such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.
10. Distinguish between literal and implied meanings when writing.
11. Correctly convey culturally specific references in the context of the written text.
12. Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.

By mastering the micro and macro- skills of writing above, it helps the writers to get the success in their writing. Those skills are basic thing that the students should have in order to attain better result in their writing product.

2. Teaching Writing**a. The Objective of Teaching Writing**

. The objective of teaching writing refers to the main objective of writing specified by Davis and Pearse (2000: 98), that is, writing is not only producing correct English, but also achieving the effective communication. It means, through writing, the writer communicates what he/she wants to say or share what he/she feels. In achieving the effective communication, the writer needs to pay attention to formal aspects, i.e. neat hand writing, correct spelling and pronunciation, as well as acceptable grammar and careful selection of vocabulary.

Furthermore, the objective of the teaching writing is not only to help the learners expressing the ideas, but also getting them to acquire writing abilities and skills in order that the learners can produce written text on their own language. It is mentioned by the statements of Ur (2009:162), that:

The objective of the teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce in their own language.

In encouraging the learners to acquire the writing abilities and skills, teachers are also given the syllabus as a reference. However, in the real teaching, teachers have their own materials to teach. Therefore, they need to adopt the materials to the syllabus.

Based on the statements above, it can be said the objectives of teaching writing depend on two things. They are teaching situation and the objectives of teaching writing expressed in the syllabus. The objectives of teaching writing in the syllabus then are referred to SK-KD (Depdiknas 2000:284), it said that teaching writing is the process of helping students to express them in arranging sentences in short functional texts and short essays in the form of particular texts in the daily life context.

b. Effective Techniques for Teaching Writing

Concerning the effective technique for teaching writing, Brown (2001:346-348) proposes some characteristics of effective writing techniques are as the following:

1. Incorporate practices of “good writers”

In this part, the teacher’s job is to find a suitable technique for teaching writing. Thus, the technique must have a writing goal in it, consider the various things that efficient writers do, and see if the technique includes some of these practices, for example, the writers must focus on a goal or main idea of writing, have enough time for planning to write, easily let their first ideas flow onto the paper, and patiently make as many revisions as needed.

2. Balance process and product

In teaching writings, there are two things that have to be equal, those are process and product. The first is process where students have to know the stages of writing process, and teacher have to make students sure that they are carefully led through appropriate stages in the process of writing. Second thing is product. Teachers have to make students sure and see that everything leading up to the final creation is worth the effort.

3. Account for cultural/literacy background

In teaching English, teachers have to know the literacy background of their students whether they are familiar with English language or not.

Thus, teachers do not use the technique teaching writing that assume their students are common with English rhetorical conventions.

4. Connect reading and writing

Clearly, students learn to write in part by carefully observing what is already written. That is, they learn by observing, or reading, the written word. By reading and studying a variety of relevant types of text, students can gain important insights both about how they should write and about subject matter that may become the topic of their writing.

5. Provide as much authentic writing as possible

Whether writing is real writing or for display, it can still be authentic in that the purposes for writing are clear to the student, the audience is specified overtly, and there is at least some intentions to convey meaning. Sharing writing with other students in the class is one way to add authenticity. Teacher can add authenticity in the class by publishing a class newsletter, writing letters to people outside the class, writing a script for a skill or dramatic presentation, writing a resume, writing advertisements.

6. Frame your techniques in terms of prewriting, drafting, and revising stages.

Process writing approaches tend to be framed in three stages of writing. Prewriting stage is the stage encourages the generation of ideas, e.g. brainstorming and free writing. Then the drafting and

revising stages are the core of process writing. In stage when students start to write from start to finish writing, it includes of drafting and revising stage. It is because when someone writes they will through drafting and revising stages.

7. Strive to offer techniques as interactive as possible

Writing techniques that focus on purposes rather than compositions (such as letters, forms, memos, directions, and short report) are also subject to the principles of interactive classrooms. Group collaboration, brainstorming, and critiquing are easily and successfully a part of many writing-focused techniques.

8. Sensitively apply methods of responding to and correcting your students' writing

Error correction in writing must be approached in a different manner. It is because writing unlike speaking, often includes an extensive planning stage, error treatment can begin in the drafting and revising stages during which time it is more appropriate to consider error among several features of the whole process of responding to student writing.

9. Clearly instruct students on the rhetorical, formal conventions of writing.

Each type of writing has its formal property. Teachers must teach every particular type of writing clearly on the characteristic and the purpose of the type of writing. A reading approach to writing is very

helpful because it can give the example every particular type of writing, so it can help students to learn writing.

Moreover, Graham and Perin (2007:15-21) state that there are several effective elements of effective writing which can help students to improve their writing ability, those are: (1) **Writing strategies**, which involve teaching students strategies for planning, revising, and editing their composition; (2) **Summarizing**, which involves explicitly and systematically teaching students how to summarize texts; (3) **Collaborative writing**, which uses instructional arrangements in which students work together to plan, draft, revise, and edit their compositions; (4) **Specific product goals**, which assign students specific, reachable goals for the writing they are to complete; (5) **Word processing**, which uses computers and word processors as instructional support for writing assignments; (6) **Sentence combining**, which involves teaching students to construct more complex, sophisticated sentences; (7) **Prewriting**, which engage students in activities designed to help them generate or organize ideas for their composition; (8) **Inquiry activities**, which engages students in analyzing immediate, concrete data to help them develop ideas and content for a particular writing task; (9) **Process writing approach**, which interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of

writing; (10) **Study of models** which provide students with opportunities to read, analyze, and emulate models of good writing; (11) **Writing for content learning**, which uses writing as a tool for learning content material.

c. The Role of the Teacher

In teaching and learning process in the class, teachers can play many roles, just as parents are called upon to be many things to their children. Teachers cannot be satisfied with only one role. According Rebecca Oxford in Brown (1998:166), pointed out that teacher roles are often best described in the form of metaphors to describe a perspectrum of possibilities of teacher roles, some of which are more conducive to creating an interactive classroom than others. Those are:

- (1) The teacher as controller: in this role teacher as master controllers who determine what the students do, when they should speak, and what language forms they should use.
- (2) The teacher as director: some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of a drama. As students engage in either rehearsed or spontaneous language performance, it is teacher job to keep the process flowing smoothly and efficiently.
- (3) The teacher as manager: this metaphor captures teacher roles as one who plans lessons, modules, and courses, and who then allows each individual player to be creative within those parameters.
- (4) The teacher as facilitator: a less directive role might be described as facilitating the process of learning, of making learning easier for students: helping them to clear away roadblocks, to find short cuts, to negotiate rough terrain.
- (5) The teacher as resource: here teacher takes the least directive role. The implication of the resource role is that the student takes the initiative to come to the teacher. The teacher is available for advice and counsel when to student seek it.

Teacher roles can help students to become self-sufficient, competent, and confident writers. Therefore, teachers need to know the key role that they will play in the process of teaching. According to Urquhart (2005:58-59) the role involves two major responsibilities, creating a conducive environment to effective writing and recognizing how the teacher's writing practices affect the writing in your classroom. It can be explained that creating a conducive environment to affective writing is creating the classroom environment both figurative and physical. Those can reflect a commitment to writing and honor the writing process. In figurative sense, teachers create spaces conducive to writing when they assign it as a task and allow the time in class for students to write. At the same time, many teachers physically organize their classrooms in ways that help students to better engage in writing. While, affecting writing in classroom is the section when teacher focuses on the writing practices that help students become better writers, according to the research literature, writing practices can influence include: integrating reading and writing, using writing to learn, providing feedback, and using many example of writing text.

Based on some previous statements of teacher's role in teaching and learning process, Burden and Byrd (1999:104) agree that during inquiry-based learning strategy the teacher's role is as facilitator. It because the teacher provides the data , and the students are questioned in

order to help them inductively arrive at an answer, conclusion, generalization or solution.

d. Teaching Writing in Junior High School

The essence of teaching writing is guiding and facilitating students to work. This is supported by Brown (2000:340) who proposes that “teaching is guiding and facilitating inlearning, enabling the learner to learn, and setting the conditions for learning”. It implies that teaching cannot be separated from learning. When teachers teach writing to students, they do not only teach how to develop ideas in writing, but they also need to pay a serious attention on how to write English sentences grammatically and systematically. Hence, teaching writing depends on the teachers’ ability of how to teach writing effectively which can make students’ ability improved.

Kimble and Garnezy in Brown (2000:7) claim that learning is a relatively permanent change in behavioral tendency and learning is the result of reinforced practice. It means that in teaching writing, the teacher has to show and help students to learn how to write, give instructions, guide students in writing, provide students to understand how to write effectively.

Teaching writing in Junior high school has to be done well because in Junior High School, English skills (including writing) aims at enabling students to reach the functional level in language. One scope of English learning at Junior High School is that student can understand and produce

a short functional text and short functional text and short essay in the form of descriptive, narrative and recount (Depdiknas, 2006). As presented in the Table 1.

Table 1: The Standard of Competency and the Basic Competency of Junior High School Grade VIII of the Second Semester.

Grade	Semester	Standard of Competency	Basic Competency
VIII	2	12. Expressing the meaning of a short functional text and essay in form of narrative texts and recount text the daily life context.	<p>12.1. Expressing the meaning and short essays using written language accurately, fluently, and understandably in the daily life.</p> <p>12.2. Expressing the meaning and rhetorical steps of written essay accurately, fluently and understandably in the form of narrative and recount in daily life.</p>

It is clear that the teaching of writing in Junior High School concerns some texts, while in the second semester of grade VIII, the students have to deal with narrative and recount texts. They are expected to be able to deal with those texts related to their daily life accurately and fluently. Besides, the teaching of writing in Junior High School should be done appropriately. Teachers need to encourage students to write effectively in order that they can help students to improve their writing ability.

3. Inquiry-Based Learning

a. Definition of Inquiry-Based Learning

An old adage states: “Tell me and I forget, show me and I remember, involve me and I understand.” Exline (2000) explains that the last part of this statement is the essence of inquiry-based learning. Inquiry implies involvement that leads to understanding. According to Paula (2006), inquiry-based learning is a strategy to learning that involves a process of exploring the natural or material world, and that leads to asking questions, doing observation and discussing the result of the observation to get the final conclusion. It provides students the opportunity to construct the understanding necessary to produce deeper learning. Inquiry-based learning strategy also serves as a stimulus for learning, thinking and questioning.

Similarly, Alberta (2004:1) argues that inquiry-based learning is a process where students are involved in their learning, formulate questions, investigate widely, and then build new understanding, meaning and knowledge. That knowledge is new to students and may be used to answer a question, to develop a solution or to support a position or point of view. The knowledge is usually presented to others and may result in some sort of action.

Lane (2007) also agrees that inquiry-based learning strategy actively involves students in the exploration of the contents, issues, and questions surrounding a curricular area in the concept. The activities and

assignment in an inquiry-based learning classroom can be designed such that students work individually or together to solve problems involving both in class work and fieldwork. While the strategy is meant to be highly students-focused, the extent of teacher-directed vs. students-directed learning can vary depending on the level of the students in the course and their understanding.

According to Leung (1998), inquiry can be viewed as a process for answering questions and solving problems based on facts and observations. At the classroom level, inquiry is a teaching strategy designed to teach students how to deal with questions and problems encountered in various important generic skill through a variety of learning experiences. Students need to be given appropriate guidance and feedback by teachers while and after the learning process.

The definition above states that inquiry-based learning gives the teacher opportunity to help students learn the content and course concept by having them chance to explore a question, develop the information and research a hypothesis. Thus, giving students more opportunity to inflect on their own learning, gain a deeper understanding of the course concepts in an integrated fashion, and become better critical thinkers.

In addition, the inquiry approach is more focused on using and learning as a mean to develop information-processing and problem-solving skills. The system is more students centered, with the teacher as facilitator of learning.

b. The Process of Inquiry-Based Learning

The inquiry process is iterative, not linear. Students might refine or reject their original research question as they progress through the project and learn more about it. According to the Inquiry Learning Action Group (2005), discussion and reflection are vital part of the inquiry process. Discussion allows students to share the results of their investigation, compare their thoughts with comments from others, and share personal experiences in order to make sense of their ideas. Through reflection, students examine whether or not they have reached an adequate resolution to their question, what other conclusions could be made, and what questions result from the investigation.

On the other hand, Paula (2006) states that inquiry-based learning is a cyclical process. The learner asks questions → these questions lead to the desire for answers to the question (or for solution to a problem) and result the beginning of exploration and hypotheses creation → these hypotheses lead to an investigation to test the hypothesis to find answer and solution to the question and / or problem → the investigation leads to the creation or construction of new knowledge based on investigating finds → the learner discusses and reflects on this newly – acquired knowledge, which , in turn leads to make questions and further investigation.

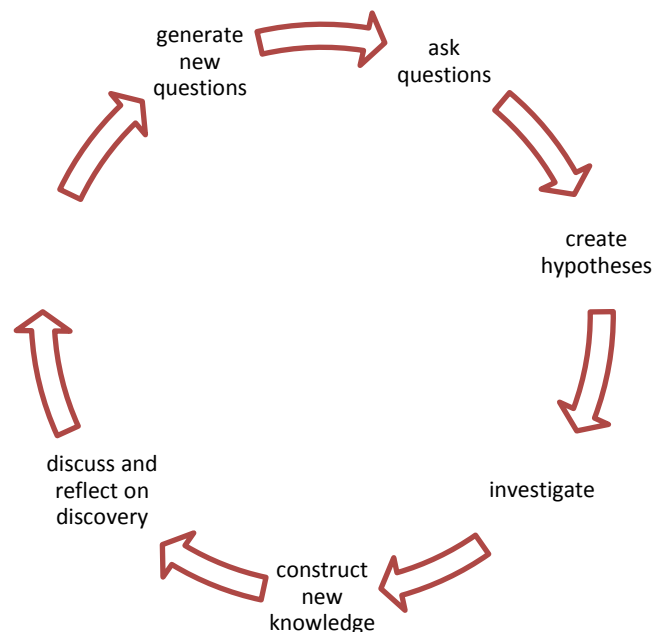


Figure 1: A cyclical process in inquiry – based learning

In the definition above, Paula states that there are some stages in inquiry process. Similar with Paula's statement, Inquiry Page Project (2003) has statement that the basic outline of the inquiry process includes five stages. They are as the following: (1) **Ask**: it begins with the desire to discover. Meaningful questions are inspired by genuine curiosity about real world experiences. A question or a problem comes into focus at this stage, and the learner begins to define or describe what it is. (2) **Investigate**: at this stage the learner begins to gather information: researching resources, studying, crafting an experiment, observing, or interviewing, to name a few. (3) **Create**: at this stage the learner start to write their first draft based on their information from investigation result. The learner now undertakes the creative task of shaping significant new thoughts, ideas, and theories outside of his/her prior experience. (4)

Discuss: at this point in the circle of inquiry, learners share their new ideas with others. The learner begins to ask others about their own experiences and investigations. Shared knowledge is a community-building process, and the meaning of their investigation begins to take on greater relevance in the context of the learner's society. (5) **Reflect:** reflection is just that: taking the time to back at the question, the research path, and the conclusions made. The learner steps back, takes inventory, makes observations, and possibly makes new decisions. And so it begins again, thus the circle of inquiry.

c. The Advantages of Inquiry-Based Learning

Youthlearn (2001) explains that teachers who adopt an inquiry-based learning approach help students identify and refine their “real” question into learning projects or opportunities. Inquiry is a particularly good approach for giving students an opportunity to learn with more freedom while reinforcing and imparting basic skill. It has some advantages as well:

- 1) Inquiry-based learning approach is flexible and works well for projects that range from the extensive to the bounded, from the research oriented to the creature. It is essential, however, that the teachers plan a head so they can guide students to suitable learning opportunities.
- 2) The teacher will find that many students who have trouble on school because they do not respond well to teachers and memorization will blossom in an inquiry- based learning setting, awaking their confidence, interested self-esteem.
- 3) The traditional approach tends to be very vertical: the class studies science for a while, for example, then language arts, then math, then geography. In contrast, the inquiry-based learning is at its best when working on interdisciplinary

projects that reinforce multiple skills or knowledge areas in different facets of the same project. The traditional approach is sharply weighted toward the cognitive domain of growth, inquiry-based learning project positively reinforce skills in all three domains-physical, emotional and cognitive.

- 4) Inquiry-based learning is particularly well-suited to collaborative learning environments and team projects. You can create activities in which the entire class work on a single questions as a group (just be sure that the whole group truly cares about the question) or in teams working on the same or different question. Of course, inquiry-based learning also work well when teachers have decided to let each students develop an individual project when doing so, however, be sure to incorporate some elements of collaboration or sharing.
- 5) An inquiry-based learning approach can work with any age group. Even though older students will be able to pursue much more sophisticated question and research projects, build a spirit of inquiry into activities whenever teacher can, even with the youngest, in an age-appropriate manner.
- 6) The inquiry-based learning approach acknowledges that students, especially students from minority and disadvantaged communities, have what researcher Luis Moll calls “funds of knowledge” that are often ignored by traditional curricula. An inquiry-based approach validates the experience and knowledge that all students to the learning process.

Based on the statement above, Inquiry-based Learning gives positive impact for the students. By using inquiry-based learning, students can help them become more positive and more independent (Kühne(1995) in Alberta (2004: 11)). This is true for all students, including those with special needs who require more individual attention during the process. It also has some benefits for teacher and students. As stated by Kuhlthau (2007)that Inquiry-based learning has some benefits for students and teachers in teaching and learning. The benefits for students one: (1) they develop social, language, and reading skill. (2) they construct their own meaning. (3)They gain independence in research and learning. (3) They

have high level of motivation and engagement. (4) They learned strategies and skills transferable to other inquiry projects. Then the benefits for teachers: (1) They share responsibility in the instructional team. (2) They share expertise of the team members. (3) They teach content and information skills simultaneously. (4) They make brainstorming and plan with more creativity. (5) They can enhance of content areas of the curriculum.

d. The Development of Inquiry-Based Learning Model

The University of Nottingham and the Open University (2008) are partners in developing a new approach of ‘Scripted Inquiry Learning’. According to Conol, Scanlon, Kerawalla, Mullholland, anastopulou and Blake (2008) that the development of inquiry approach there are four models for inquiry-based learning. It will explain as follow.

1. **Peer, collaborative inquiry learning:** where the emphasis of the model is to facilitate and scaffold learners in dialog and discussion around the inquiry process. It beginwith a question or problem being set. The students then work individually and collaboratively to tackle the question, coming together to synthesize their finding and finally they collectively reflect on the process.
2. **Hypothesis-driven inquiry learning:** where the emphasis is on the inquiry process beginning with a hypothesis and designing the methods to prove it right or wrong. The hypothesis model emphasizes

six main pedagogical approaches: orientate, hypothesis, design, investigate, interpret and analyze.

3. **Multiple forms of representation:** where the model helps guide the learner in seeing data in different forms of representation. Edelson et al., (1999) propose a technology to support inquiry learning that focuses on visualization of quantitative geographical data for learners. The pedagogical emphasis here is very much on representation and interpretation. There are numerous tools which could be included in this model to aid different types of representations – graphical software, mindmapping, 3-D visualization tools etc.
4. **Modelling:** where the model enables the learner to use modeling as part of the process of investigation. This fits with the ‘adopting an evidence-based approach’ characteristic.

Teaching narrative writing by using inquiry-based learning with picture series as the media tool can be categorized in the multiple presentation model. Where the picture series is as teaching media tool to support the students’ understanding on the story concept given.

e. Using Inquiry to Teach Writing in Junior High School

Graham and Perin (2007) in their book *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools* have conducted an analysis of selected research on teaching writing. They spell out principles of instruction found to be effective for helping

adolescent students learn to write well (Graham and Perin,2007:4). The principles are writing strategies, incorporate specific goals, incorporate the study of models, using collaborative writing, using inquiry activities in writing for content learning, and following a process writing approach.

From the previous statement,inquiry activities may be considered as one of the methods to help students in learning to write, solving the question from the teacher and finding new knowledge from their investigation.

Perin and Graham (2007:27) also that state inquiry is the way to teach writing in junior high school. It is supported by Simon (2009:) that applied inquiry-based learning strategy in his teaching writing in junior high school. He makes some rules, such as giving brainstorming for his students, then asking them to make some groups and asking them to answer the question from the teacher. While the students solve it by discussing and changing their ideas to reach the result based on their investigation

4. Narrative Text

a. Definition of Narrative Text

A narrative tells a story by representing a sequence of events. A good written story lets the reader response to some event in the writer's life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialog put the reader in these seem

and make it happen for them. As stated by Mayer (2005:52) that narrative is one of the powerful ways of communicating with others.

The narrative text type tells a story. Its purpose is to present a view of the world that entertains or informs the reader or listener (Mark and Kathy, 1998:6). Another purpose are, other than providing entertainment, to make the audience think about an issue, teach them a lesson, or excite their emotions.

Parera (1993:5) had opinion that a narrative was one of the forms of developing writing, for example characters told the history of something based on the development of writing from time to time.

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deal with problematic event lead to a crisis or turning point of some kind in turn finds a resolution. Based on competency –based curriculum 2004, the aim of narrative is to entertain and amuse the listener and reader with the real experience or fancy.

From the definition above it can be concluded that narrative story is a story tells about something interesting that has purpose to amuse, entertain or the readers.

b. Generic Structure of Narrative Text

Neo (2005:2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

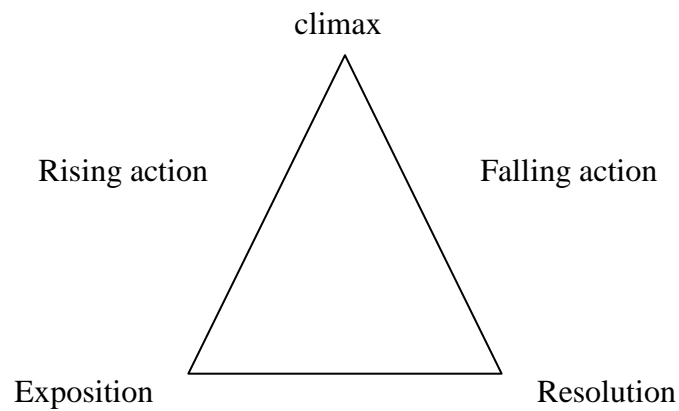


Figure 2. The Freitrag Triangle

The idea of the Freitrag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitrag triangle consists of:

- a. The exposition, it establishes the characters and situation.
- b. Rising action, it refers to series of complication leads to the climax.
- c. The climax is the critical moment when problem/ conflicts demand something to be done about them.
- d. Falling action is the moment away from the highest peak of excitement.
- e. The resolution consists of the result or outcome.

(Neo,2005:2)

On the other hand, Anderson (1997:8) states that the steps for constructing a narrative are:

- a. Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

b. Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen.

c. Sequence of events/ climax

This is where the narrator tells how the character reacts to the complication. It includes their feelings and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d. Resolution/falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end?')

e. Reorientation

It is an optional closure of event.

c. Language Features

Anderson (1997:15) states that the language features usually found in narrative texts are.

- a. Specific character.
- b. Time words that connect to tell when they occur.
- c. Verbs to show the action that occur in the story.
- d. Descriptive words to portray the character and setting.

B. Relevant Studies

There have been a number of research studies on teaching writing to Junior High School students that use inquiry-based learning strategy. The results of some research studies show the effectiveness of inquiry-based learning strategy in the teaching writing. One of the research studies was done by Syakir (2003). In his research, he used the application of inquiry-based learning strategy to improve the students' writing ability at the second year students of SMP Lab. UM Malang. The research design used in this study is Collaborative Action Research. This study shows that the strategy can improve the students' writing skill and it makes the students more active and motivated in writing process.

In line with the application of inquiry-based learning strategy, Sholeh (2008) in his research study explains that inquiry-based learning strategy can improve the students' writing ability in writing descriptive paragraphs. The improvement can be seen from the mean score of the students' writing from pre-test, post-test 1, and post-test 2. In the pre-test, the students' mean score on writing test is only 4.6. In the post-test 1, it is 5.9. Meanwhile, in the post-test 2, the mean score becomes 7.1.

Although both studies have same strategy, they have differences in some aspects, i.e. the terms of test, the way of scoring the students' writing, the aspect of writing investigation, and the process of revising and editing. The similarities and the differences of both studies then encourage the researcher to combine and choose some aspects that will be used in the

research study. The combinations of the similarities and the differences are reflected in the following discussion.

- 1) The test is designed in which the students are asked to write descriptive paragraphs.
- 2) In scoring the students' writing, the study uses inter-rater reliability. It means the scoring of the students' writing test is done by the researcher as the first rater and the English teacher as the second rater.
- 3) This study investigates five aspects of writing, i.e. content, organization, vocabulary, language use, and mechanics. The students are expected write well based on those aspects.
- 4) The last, in term of the process of revising and editing the students' drafts. In this process, the students are only asked to revise and edit their drafts without revising and editing question.

This study is important because inquiry-based learning is one of the effective teaching and learning writing strategy. It is because the teaching and learning strategy which is used like observing and gathering the information, discussing, sharing, and asking and answering questions together in group. Thus, if there is a student who has less understand about the learning material in the class she/he can ask to her/his friends to help her/him to clear her/his problem. The results of the use of inquiry teaching method have proven effective in teaching writing by Shakir (2003). It can be seen from the increased value of

students' writing ability. The same is also done by Sholeh (2008) with the results of the research study that shows that students' writing improved from before using this teaching and learning strategy.

C. Conceptual Framework

The process of teaching and learning writing is not an easy thing to do. There are some aspects which make writing difficult. They are vocabulary, grammar, spelling and punctuation, and organization of the sentences. If students find difficulty in studying those aspects, surely they will find difficulties in writing. This difficulty is also found in SMP N 1Prambanan. Many students in the school lack of ability to express their ideas and arrange the sentences. To overcome the problem, one strategic technique is needed.

In this research study, the researcher offers inquiry-based learning process in the teaching and learning writing to the class to solve the problem in writing. This technique is proposed for some considerations. Firstly, inquiry-based learning has appropriate process for teaching and learning writing as proposed by Paula (2006) that the cyclical process of inquiry can help students to solve the problem or question from their teacher. The discussion allows students to solve the problem or question from their thought with comments from others and share personal experiences in order to make sense of their ideas. Secondly, inquiry-based learning is a suitable learning approach. It is considered as a suitable

learning approach because it can be applied for any age group. It means that inquiry-based learning can be used to teach writing from young learners to older ones. The last, inquiry-based learning has some benefits for students and teachers. The benefits for some students are: first, they become more confident. They become confident because they can answer the questions from the teacher by exploring their own meaning and their own ideas based on the investigating, discussing, and sharing with the team. Second, they develop their socialization. It happens since inquiry is the teaching and learning process which needs team work skill. The last, they can express their ideas freely based on the investigation result. It also provides some benefits for teacher, one of the benefits is they will be creative teachers because they make a teaching and learning process not monotonous. The teacher role is as facilitator to help the students who find difficulties in the process of teaching and learning and they who need suggestion from their teacher.

By using inquiry activity, the students will solve the question by investigating the object or the resources. Then, they discuss their ideas to reach the final answer together. Through this kind of activity, students will have high motivation to learn. It makes students more confident in doing their work in the writing class. The use of inquiry-based learning strategy in the writing teaching and learning process is expected to improve the students' writing skill so that the students get a good score in the writing test.

In contrast with the statements above, the students of the class in which the inquiry-based learning is not applied they need more explanation of the material. They answer the question given from the teacher by individually without any discussion. In this learning process, students do their work by following the direction from the book. In this case, not all students have high motivation because the activities are monotonous. The monotonous teaching and learning process sometimes makes students bored so that the improvement of their writing skill is rather low.

Based on the discussion above, the strategy that is good recommended for teaching and learning process of writing is inquiry-based learning. Moreover, inquiry-based learning offers some benefits for teachers, students, and teaching and learning process. The researcher expects that this strategy makes the learning process of writing effective and it helps the students to improve their writing skill.

D. Hypothesis

There is a significant difference in students' writing skill between students taught using inquiry-based learning strategy in the writing process and those taught without it in the writing process.

CHAPTER III

RESEARCH METHODS

The previous chapter presents the theoretical review, relevant research studies, frame work of the study, and the hypothesis. In reference to the previous chapter, the research presents a research method to determine the procedure and the result of the study. The methodology is presented as follows.

A. Research Design

This research is a quasi- experimental quantitative research study. The research design is a pre-test and post-test design. It involves a group of students in the experimental group and a group of students in the control group. According to Bell (1999:15) “the principle of the experimental is that if two identical groups are selected, one of which (the experimental group) is given special treatmnt and the other (the control group) is not, then any differences between the two groups at the end of the experimental period may be attributed to the difference in treatment. The design of the research is visualized in Table 2.

Table 2: Design of the Research

	Pre-test	Treatment	Post-test
Experimental group	O1	X	O2
Control group	O1	-	O2

Where:

O1: pre-test

X: treatment

O2: post-test

B. Population and Sample

1. Population

The population of the research was the eighth grade classes of SMP N 1 Prambanan Klaten that consist of seven classrooms and each class has about 32 students, so the total number of the population were 213 students for second grade.

2. Sample

The researcher chose the sample from two classes that have similar characteristics. They are class VIII D and VIII E, there are 32 students in each class. One of the classes became be the control group and the other one became the experimental group. VIII E became the control group and VIII D became the experimental group.

C. Variable of the Research

There were two variables used in this research. Those are:

a). The Independent Variable

Independent variable was the use of inquiry activity in teaching writing skills as the teaching strategy.

b). The Dependent Variable

Dependent variable was the result of using inquiry activity which can be defined as students' writing ability.

D. Instrument of the Research

1. Research Instrument

The instrument used to collect the data was a writing test. The test material is based on the Standard of Competence and Basic Competencies of the School Based Curriculum of Junior High School of Year VIII of the second semester of English subject.

The instrument is an essay type text consisting one question. The English writing competences Junior High School grade VIII is visualized in Table 3.

Table 3: **English Writing Competences of Junior High Schools Grade VIII of the Second Semester**

Standard of Competence	Basic Competence	Indicators
12. Students express meaning in short functional texts and short essays in the form of narrative texts in the daily life context.	12.1. Students express meaning and short essays using written language accurately in the forms of narrative text interact with other in the daily life context.	<ul style="list-style-type: none"> - Students are able to identify a narrative text. - Students are able to get the meaning from unfamiliar words based on the text. - Students are able to identify the generic structure of narrative text - Students are able to use language features of narrative text. -Students are able to understand the context of the text.

Meanwhile, blue print of the writing ability test that is used as a concept in making test presented in Table 4.

Table 4: **The Blueprint of the Writing Ability Test**

No.	Indicators	Aspects of Writing	The Item Number
1.	Writing a narrative text	a. Content b. Organization c. Vocabulary d. Language use e. Mechanics	1

2. Validity of the Instrument

Hughes (2003) states that the term ‘validity’ in testing and assessment has taken understood to mean discovering whether a test measures accurately what it is ended to measure. In this study, the researcher used a writing test to measure the students’ writing ability. The validity that is applied in the writing test is content validity.

a). Content validity

Content validity is achieved by ensuring that the content of the test fairly samples the class of field of situations or subject matter in question. To achieve the content validity, it is usually done using expert judgments. These may be subject teacher, or language teachers who have many years’ experience in teaching business English. (Fulcher and Davidson:2007).

In this study, the writing tests are develop in reference to the Competence and Basic competencies of School Based Curriculum of the eighth grade of first semester of the English Subject in Junior High School. Then, the judge is asked to look at the tests and evaluate them for their representativeness within the content area.

In the writing tests, there are five aspects to assess the writing. The aspects are content, organization, vocabulary, language use, and mechanics. The scoring of students' writing test is done by the researcher and the English teacher. It is done in reference to the aspects of evaluating students' writing adapted from Jacobs et al's (1981) in Wegle (2002:116) with some modifications. In more detail it is presented in Table 5.

Table 5: Aspects evaluated in writing (Weigle, 2002:116)

Aspects of Writing	Level	Criteria	Comments
Content	4	EXCELENT TO VERY GOOD: knowledgeable • substantive • thorough development thesis • relevant to assigned topic	
	3	GOOD TO AVERAGE: Some knowledge of subject • adequate range • limited • development of thesis • mostly relevant to topic, but lack detail	
	2	FAIR TO POOR: limited knowledge of subject • little substance • inadequate development of topic	
	1	VERY POOR : does not show knowledge of subject • non-substantive • OR not enough to evaluate	
Organization	4	EXCELENT TO VERY GOOD: fluent expression • ideas clearly stated/supported • succinct • well- organized • logical sequencing • cohesive	
	3	GOOD TO AVERAGE: somewhat choppy • loosely • organized but main idea stand out • limited support • logical but incomplete sequencing	
	2	FAIR TO POOR: not fluent • ideas confused or disconnected • lacks of logical sequencing and development	
	1	VERY POOR: does not communicate • not organization • OR not enough to evaluate	
Vocabulary	4	EXCELENT TO VERY GOOD: sophisticated range • effective word/idiom choice and usage • word form mastery • appropriate register	
	3	GOOD TO AVERAGE: adequate range • occasional errors of word/idiom form, choice, usage <i>but meaning not obscure</i>	
	2	FAIR TO POOR: limited range • frequent errors of word/idiom form, choice, usage • <i>meaning confused or obscured.</i>	
	1	VERY POOR: essentially translation • little knowledge of English vocabularies, idioms, word form • OR not enough to evaluate.	
Language Use	4	EXCELENT TO VERY GOOD: effective complex construction • few of errors of agreement, tense, number, word order/function, articles, pronouns, preposition.	
	3	GOOD TO AVERAGE: effective but simple construction, minor problems in complex constructions • several errors of agreement, tense, number, word order/ function, articles, pronouns, prepositions <i>but meaning seldom obscured</i>	
	2	FAIR TO POOR: major problems in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/ function, articles, pronouns, prepositions and/or fragments, run-ons, deletions • <i>meaning confused or obscured.</i>	
	1	VERY POOR: virtually no mastery of sentence construction rules • dominated by error • does not communicate • OR not enough to evaluate.	
Mechanics	4	EXCELENT TO VERY GOOD: demonstrates mastery of conventions • few error of spelling, punctuation, capitalization, paragraphing.	
	3	GOOD TO AVERAGE: occasional errors of spelling, punctuation, capitalization, paragraphing <i>but meaning not obscured.</i>	
	2	FAIR TO POOR: frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <i>meaning confused or obscured.</i>	
	1	VERY POOR: no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate	

3. Reliability of the Instrument

Reliability refers to the consistency of a measure. A test is considered reliable if it provides the same result repeatedly. For example, if a test is designed to measure a thing then each time the test is administered to a subject, the results should be approximately the same. The researcher used the SPSS version 13 computer program with the use of the inter-rater to get the result of the reliability of the writing test. The scoring of the students' writing test was done by the research as the first rater and the teacher of English as the second rater. The two rates used a scoring rubric for the writing test.

The reliability of the writing test can be known by its reliability coefficient. In order to know the categorization of the reliability coefficient, the researcher used the categorization based on Suharto (2006) offers. The value of reliability coefficient he suggests is presented in table 6.

Table 6: **The value of Reliability Coefficient**

No.	Reliability Coefficient	Category
1.	0,800 – 1,000	Very High
2.	0,600 – 0,799	High
3.	0,400 – 0,599	Fair
4.	0,200 – 0,399	Low
5.	0,00 – 0,199	Very Low

E. Procedure of the Research

In this research, the data were collected by using writing tests. Therefore, the researcher carried out a pre-test and post-test for the object of the research as well. The pre-test is aimed to measure the writing ability of two groups before the

treatments were applied. Then the researcher gave the treatments (inquiry-based learning strategy) on students' writing class of the experimental group (VIII D). As a comparison, the researcher applied communicative language teaching on students' writing class of the control group (VIII E). After that, the researcher implemented the post-test to measure the result of students' writing ability after the treatments were given. Then, the researcher compared the pre-test and post-test mean scores of every group to find the improvement of students' writing ability.

Both the experimental and control groups received the same pre-test and post-test to measure the students' writing skills, but they received different treatments. The experimental group used inquiry-based learning strategy on its writing class, whereas the control was used communicative language teaching on its writing class. Table 7 presents the implementation of the research.

Table 7: The Schedule of the Research

No.	Date	Activities	Time	Materials
1.	13 th February 2013	Pre-test of the Experimental Class	70 mins	Writing test
		Pre-test of the Control Class	70 mins	Writing test
2.	18 th February 2013	1 st meeting of the Control Class	80 mins	Narrative text
3.	19 th February 2013	1 st meeting of the Experimental Class	80 mins	Narrative text
4.	20 th February 2013	2 nd meeting of the Control Class	80 mins	Narrative text

(Continued)

(Continued)

No	Date	Activities	Time	Materials
	20 th February 2013	2 nd meeting of the Experimental Class	80 mins	Narrative text
5.	25 th February 2013	3 rd meeting of the Control Class	80 mins	Narrative text
6.	26 th February 2013	3 rd meeting of the Experimental Class	80 mins	Narrative text
7.	27 th February 2013	4 th meeting of the Control Class	80 mins	Narrative text
		4 th meeting of the Experimental Class	80 mins	Narrative text
8.	4 th March 2013	Post-test of the Control Class	80 mins	Writing test
9.	5 th March 2013	Post-test of the Experimental Class	80 mins	Writing test

F. Data Analysis Technique

In this study the researcher used two techniques of analyzing the data, namely descriptive and inferential statistics.

1) Descriptive analysis

The descriptive analysis is utilized to describe and interpret the data. The statistics used in computation are the mean, which is the average score attained by the subjects of the research, and Standard Deviation (SD), which is the average variability of all scores around the mean.

Descriptive analysis is to provide answer to the research question formulated about whether there is a significant different in writing ability between the students taught using inquiry activity and those taught without it.

Score Categorization

The categorization of scores gained by students is made to find out the level of students' writing ability. The scores categorization of students' writing ability is based on the ideal score. The highest score are 100 and the lowest score is 25. The ideal mean score (Mi) and ideal standard deviation (SDi) can be calculating using the formula is as following:

Ideal Mean (Mi) : $\frac{1}{2}$ (highest score + lowest score)

: $\frac{1}{2}$ (100 + 25)

: 62.5

Ideal Standard Deviation (SDi) : $\frac{1}{3}$ (highest score – ideal mean)

: $\frac{1}{3}$ (100 – 62.5)

: 12.5

To make the categorization of the score of students' writing ability, the ideal mean score (Mi) and the ideal standard deviation score (SDi) should be found first. The score of students' writing ability can be a categorized into six level, namely, excellent, very good, good, fair, poor, and very poor. The score is calculated based on the Mi score and SDi which can be seen in Table

8. Table 8: **Score Categorization**

No	Interval	Category
1.	87.5 up to 99,9	Excellent
2.	75.0 up to 87.4	Very Good
3.	62.5 up to 74.9	Good
4.	50.0 up to 62.4	Fair
5.	37.5 up to 49.9	Poor
6.	25.0 up to 37.4	Very Poor

2) Inferential statistics

The inferential statistics focused on answering the question, if there is significant difference in studentss' writing ability between students who were taught writing by inquiry activity. The inferential analyses used in this study are:

a) Test of Normality

The normality test was used to see whether the distribution of responses to the instrument is normal or not. Therefore, the Kolmogorov-Smirnov test is used in this study. Theoretically, if the value of p is greater than 0.05, the data is normal. If it is below 0.05, the data significantly deviate from a normal distribution.

b) Test of Homogeneity

A homogeneity test was used to analyze whether or not the sample variance is homogeneous. In this study, the Levene's test is used. It is a formal statistical test of the assumption of homogeneity of variances.

c) Test of Hypothesis

The test of hypothesis was used to analyze whether or not there is any significant difference in terms of writing ability improvement between the students used inquiry activity and those who are not. In this case, the researcher used Analysis of Covarians (ANCOVA). According to Fraenkel and Wallen (2006), it is used when, for example, there are groups who are given a pre-test related in some ways to the dependent variable and their mean scores on this pre-test are found to differ. Moreover, ANCOVA enables

the researcher to adjust the post-test mean scores on the dependent variable for each group to compensate for the initial differences between the groups on the pre-test.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the descriptive analysis, the result of the inferential analysis, interpretation and the discussion of the finding. The descriptive analysis describes the score of students' writing test and the inferential analysis presents pre-testing and post-testing analysis. Meanwhile, interpretation deals with the descriptive and inferential analysis and the discussion of the findings explains the result of the hypothesis testing.

A. Descriptive Analysis

The data description explains the result of the tests. As mentioned earlier, there were two kinds of tests in this research. They were pre-test and post-test. In this research, the researcher used essay writing tests to examine the students' writing ability. The followings are the results of those tests.

1. Experimental Class

The data of experimental class are divided into three sections: the data of the pre-test score, the post-test score and the comparison between both of them. The data of the pre-test score and post-test score of the experimental class are explained as follows.

a. The Data of the Pre-test Scores of the Experimental Class

Based on the result of statistical calculation by using SPSS 13.00 for windows computer program, the mean score was 57.89 with the standard deviation of 8.73. The maximum score was 75 and the minimum score was 35. The statistical data can be seen in Table 9 while the complete data analysis is in Appendix C.

Table 9: Descriptive Analysis of the Experimental Class in the Pre-test

	N	Mean	Std.Deviation	Minimum	Maximum
Pre-test	32	57.89	8.73	35.00	75.00

Meanwhile, the frequency distribution of the pre-test score on the experimental group is presented in Table 10.

Table 10: Frequency Distribution of the Pre-test score on Students' Writing Ability of the Experimental Class.

No	Interval	f	Percent	Cumulative Percent	Categorization
1.	87.5 – 99.9	0	0	0	Excellent
2.	75.0 – 87.4	1	3.1	3.1	Very Good
3.	62.5 – 74.9	10	31.3	34.3	Good
4.	50.0 – 62.4	17	53.1	87.5	Fair
5.	36.5 – 49.9	3	9.4	96.6	Poor
6.	25.0 – 37.4	1	3.1	100.0	Very Poor

Table 10 shows that there was no student classified into excellent. There was 1 student (3.1%) in very poor category, 3 students (9.4%) in poor category, 17 students (53.1%) in fair category, and 10 students (31.3%) in good category. There were 21 students (65.6%) achieving scores below the ideal mean (62.5) in very poor to fair category. It can be concluded that most students (65%) belong to poor category on the pre-test or before they were given treatment of

using inquiry based-learning strategy. While, the students who belong to good category was 34%.

b. The Data of the Post-test Scores of the Experimental Class

Based on the result of statistical calculation by using SPSS 13.00 for windows computer program, the mean score was 82.10 with the standard deviation 7.46. The maximum score for the post-test of the experimental group was 92.50 and the minimum score was 67.50. The statistical data can be seen in Table 11.

Table 11: Descriptive Analysis of the Post-test of the Experimental Class

	N	Mean	Std.Deviation	Minimum	Maximum
Post-test	32	82.10	7.46	67.50	92.50

Meanwhile, the frequency distribution of the post-test score on the experimental group is presented in Table 12.

Table 12: Frequency Distribution of the Post-test score on Students' Writing Ability of the Experimental Class

No	Interval	f	Percent	Cumulative Percent	Categorization
1.	87.5 – 99.9	12	37.5	37.5	Excellent
2.	75.0 – 87.4	15	46.9	84.4	Very Good
3.	62.5 – 74.9	5	15.6	100.0	Good
4.	50.0 – 62.4	0	0	100.0	Fair
5.	36.5 – 49.9	0	0	100.0	Poor
6.	25.0 – 37.4	0	0	100.0	Very Poor

Table 12 shows that there was no student classified into poor and very poor category. There were 5 students (15.6%) in good category, 15 students (46.9%) in very good category and 12 students (37.5%) in excellent category on the post test or after they were given treatment using inquiry based-learning

strategy. It means that most students belong to good category after the treatment given.

c. Comparison Data between the Pre-Test and Post-Test of the Experimental Class

The result of the pre-test and post-test scores of the experimental class is compared to find out the difference of students' writing ability before the treatment is conducted. The comparison between both scores are presented in Table 13.

Table 13: Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Class

Data	Pre-Test	Post-Test
Number of cases	32	32
Mean	57.89	82.10
SD	8.73	7.46

Based on Table 13, the mean score of the pre-test of experimental class was 57.89 which were classified into fair category. Meanwhile, the mean of the post-test was 82.10 which were classified into very good category. The data show that the mean score of the post-test was higher than that of pre-test score. It can be seen from the improvement of the scoring categorization from fair to very good category. It means that the writing ability of the experimental class significantly improved (24.21 points) after treatment given, that is, by using inquiry based-learning strategy.

Further, the standard deviation (SD) for the pre-test was 8.73, while the post-test was 7.46. This shows that the SD of the post-test was lower than the SD of the pre-test. If the SD of the post-test was lower than the SD of the pre-test, it

can be interpreted that students' writing ability of the experimental class on the pre-test on post-test score became homogenous.

In addition, on the pre-test there were 34.4% of students in good category which achieved scores above the ideal mean and 65.6% of students in poor category which achieved scores below the ideal mean. The pre-test score on the student's writing ability of the experimental group did not achieve the ideal mean because the score of most students was below the ideal mean. Besides, the percentage of students achieving scores below the ideal mean were higher than those achieving score above the ideal mean (i.e. $65.6\% > 34.4\%$). It meant that the result of the pre-test score on the students' writing ability of the experimental group was classified into the poor category.

On the other side, on post-test, all of students were (100%) in good category and achieved scores above the ideal mean and there are no students in poor category who achieved scores below the ideal mean. The post-test score on the students' writing ability of the experimental group achieved the ideal mean because the score of all students were above the ideal mean. Briefly, there was improvement (65.6%) from the pre-test to post-test in experimental class.

2. Control Class

The data of control class are divided into three sections: the data of the pre-test score, the post-test score and the comparison between both of them. The data of the pre-test score and post-test score of the control class are explained as follows.

a. The Data of the Pre-test Scores of the Control Class

Based on the result of statistical calculation by using SPSS 13.00 for windows computer program, the mean score was 58.10 with the standard deviation 7.45. The maximum score was 72.50 and the minimum score was 40.00. The statistical data can be seen in Table 14.

Table 14: **Descriptive Analysis of the Control Class in the Pre-test**

	N	Mean	Std.Deviation	Minimum	Maximum
Pretest	32	57.10	7.45	40.00	72.50

Meanwhile, the frequency distribution of the pre-test score on the control group is presented in Table 15.

Table 15: **Frequency Distribution of the Pre-test score on Students' Writing Ability of the Control Class.**

No	Interval	f	Percent	Cumulative Percent	Categorization
1.	87.5 – 99.9	0	0	0	Excellent
2.	75.0 – 87.4	0	0	0	Very Good
3.	62.5 – 74.9	12	37.5	37.5	Good
4.	50.0 – 62.4	16	50.0	87.5	Fair
5.	36.5 – 49.9	4	12.5	100.0	Poor
6.	25.0 – 37.4	0	0	100.0	Very Poor

Table 15 shows that there were no students classified into very good and excellent. There were 4 students (12.5%) in poor category, 16 students (50%) in fair category and 12 students (37.5%) in good category. There were 20 students (62.5%) achieved score below ideal mean (62.5) in poor to fair category. It can be concluded that most students belong to poor category on the pre-test or before they were given treatment by using inquiry based-learning strategy.

b. The Data of the Post-test Scores of the Control Class

Based on the result of statistical calculating by using SPSS 13.00 for windows computer program, the mean score was 66.09 with the standard deviation 7.15. The maximum score for the post-test of the experimental group was 85.00 and the minimum score was 50.00. The statistical data can be seen in Table 16 and the data analysis is in Appendix C.

Table 16: Descriptive Analysis of the Post-test of the Control Class

	N	Mean	Std.Deviation	Minimum	Maximum
Post-test	32	66.09	7.15	50.00	85.00

Meanwhile, the frequency distribution of the post-test score on the experimental group is presented in Table 17.

Table 17: Frequency Distribution of the Post-test score on Students' Writing Ability of the Control Class

No	Interval	f	Percent	Cumulative Percent	Categorization
1.	87.5 – 99.9	0	0	0	Excellent
2.	75.0 – 87.4	4	12.5	12.5	Very Good
3.	62.5 – 74.9	19	59.4	71.9	Good
4.	50.0 – 62.4	9	28.1	100.0	Fair
5.	36.5 – 49.9	0	0	100.0	Poor
6.	25.0 – 37.4	0	0	100.0	Very Poor

Table 17 shows that there were no students classified into excellent, poor and very poor categories. There were 9 students (28.1%) in fair category, 19 students (59.4%) in good category, and 4 students in very good category (12.5%) on the post-test or after they were given treatment using inquiry based-learning strategy.

c. Comparison Data between the Pre-Test and Post-Test of the Control Class

To know the difference of pre-test and post-test of the control class in writing ability, comparison between both scores is showed in Table 18.

Table 18: Statistical Data of the Pre-Test and Post-Test Scores of the Control Class

Data	Pre-Test	Post-Test
Number of cases	32	32
Mean	57.10	66.09
SD	7.45	7.15

Based on Table 18, the mean score of the pre-test of control class was 58.10 which was classified into fair category. Meanwhile, the mean of the post-test was 66.09 which was classified into good category. The data shows that the mean score of the post-test was higher than that of pre-test score. Thus, the mean score of post-test was higher than the mean of pre-test score. Beside the improvement of the mean value, there was an improvement of the scoring category from fair to good category. It means that the writing ability of the control class improved after being taught without using inquiry based-learning strategy.

Moreover, the standard deviation (SD) for the pre-test was 7.45, while the post-test was 7.15. Thus, the SD of the post-test is lower than the SD of the pre-test. If the SD of the post-test was lower than the SD of the pre-test, it can be interpreted that the students' writing abilities of the control class on the pre-test and post-test scores were homogenous.

In addition, on the pre-test there were 37.5% of students in good category which achieved scores above the ideal mean and 62.5% of students in poor

category which achieved score below the ideal mean (62.5). The pre-test score on the students' writing ability of the control group did not achieve the ideal mean because the score of most students is below the ideal mean. Besides, the percentage of students achieving scores below the ideal mean were higher than those achieving scores above the ideal mean (i.e. 62.5% > 36.5%). It meant that the result of the pre-test score on the students' writing ability of the control group is classified into the poor category.

Meanwhile, on post-test, there were 71.9% of students in good category who achieved scores above the ideal mean and 28.1% of students in poor category who achieved scores below the ideal mean. The post-test score on the students' writing ability of the control group achieved the ideal mean because the score of most students was above the ideal mean. Further, the number of students achieving scores above the ideal mean were higher than those achieving scores below the ideal mean (i.e. 71.9% > 28.1%). From the explanation above, it could be summarized that there was improvement (34.4%) from the pre-test to post-test in control class.

B. Inferential Analysis

The inferential analysis describes pre-testing analysis and hypothesis testing as presented below.

1. Pre- Testing Analysis

Before the hypothesis testing was applied, pre-test analysis was done first. Pre-testing analysis consisted of two tests, including the normality and homogeneity tests. The normality test was employed to test whether the data of the scores show the normal distribution, and the homogeneity test was used to test whether the sample's variance is homogeneous or not. The results are presented as follows.

a. Normality Test

The test of normality was aimed at finding out whether the data of the scores show a normal distribution. In this case, the Kolmogorov- Smirnov test was employed. Theoretically, if the value of p is greater than 0.05, the data are said to be normal. If it is below 0.05, the data significantly deviate from a normal distribution. Table 19 presents the result of the normality test of students' pre-test and pos-test. Meanwhile, the complete computation is enclosed in Appendix C.

Table 19: The Normality Test of the Students' Writing Test in the Pre-Test and Post-Test for both Experimental and Control Class

Variables	P value	α	Statement
Pre – Test of Experimental Class	0.743	0.05	Test distribution is normal
Post – Test of Experimental Class	0.558	0.05	Test distribution is normal
Pre – Test of Control Class	0.180	0.05	Test distribution is normal
Post – Test of Control Class	0.330	0.05	Test distribution is normal

Based on Table 19, the results are presented as follows:

- 1) The p value or the pre-test for the experimental group (0.743) was greater than α (0.05). It means that the data of the pre-test of the experimental group had a normal distribution.

- 2) The p value or the post-test for the experimental group (0.558) was greater than α (0.05). It means that the data of the post-test of the experimental group had a normal distribution.
- 3) The p value or the pre-test for the control group (0.180) was greater than α (0.05). It means that the data of the pre-test of the control group had a normal distribution.
- 4) The p value or the post-test for the control group (0.330) was greater than α (0.05). It means that the data of the post-test of the control group had a normal distribution.

Briefly, p value of pre-test and post-test in experimental and control class were greater than the significant level of 0.05. It means that the data distribution of students' writing ability had a normal distribution.

b. Homogeneity Test

The homogeneity test was used to find out whether the sample variance is homogeneous or not. In this case, the *Levene-Test* of ONE WAY ANOVA was employed on the data of pre-test and post-test. The relationship can be considered homogeneous if the significant value is higher than level of significance of 0.05.

The homogeneity test was done in writing ability before and after the treatment (pre-test and post-test). It used SPSS 13.00 computer program for windows, the results are shown in Table 20. The complete computation is enclosed in Appendix C.

Table 20: **Result of the Homogeneity Test in Pre-Test**

	Levene Statistic	df1	df2	Sig.	Interpretation
Writing Ability	2,073	1	62	0.155	Homogeneous

Table 20 shows that the value of p (Sig.) of the pre-test (0.155) is greater than 0.05. It means that the sample variance was homogenous.

Table 21: **Result of Homogeneity Test in Post-Test**

	Levene Statistic	df1	df2	Sig.	Interpretation
Writing Ability	0.340	1	62	0.562	Homogeneous

Table 21 shows that the value of p (Sig.) of the post-test (0,562) is greater than 0.05. It means that the sample variance was homogenous.

2. Hypothesis Testing

The hypothesis testing was aimed at revealing whether there is a significant difference in writing ability between students who are taught by inquiry-based learning strategy and those who are not taught by using inquiry-based learning strategy. Firstly, the hypothesis must be changed to the null hypothesis (H_0) before the hypothesis was rejected or accepted.

The hypothesis testing can be seen from the following explanation:

- a. Null Hypothesis (H_0): There is no significant difference in writing ability between students who are taught using inquiry-based learning strategy and those who are not taught by using inquiry-based learning.
- b. Alternative Hypothesis (H_a): There is significant difference in writing ability between students who are taught using inquiry-based learning

strategy and those who are not taught by using inquiry-based learning strategy.

In this research, the researcher analyzed the data by using SPSS 13.00 computer program for windows. In testing the hypothesis, ANCOVA (Analysis of Covariance) was used since this research involved the scores of both the pre-test and post-test and the mean scores of the pre-test of both classes were different.

In hypothesis testing, if the value of the level of significance is lower than 0.05, the hypothesis is accepted. The result of the ANCOVA test is presented in Table 22. The complete print out of the analysis can be seen in Appendix C.

Table 22: **The Result of ANCOVA**

Sources	Type III Sum of Squares	df	Mean Squares	F	Sig.
Corrected Model	5223.	16	326.497	6.997	.000
Intercept		1	185726.406	3980.214	.000
GROUP		1	2550.582	54.660	.000
PRETEST		15	74.663	1.600	.110
Error		47	46.662		
Total		64			
Corrected Total		63			

From the result shown in Table 22, it can be identified that the level of significance of pre-test is 0.110 which is greater than 0.05. It means that there is no significant difference on students' writing ability seen from the result of the pre-test. Meanwhile, the level of significance of group that refers to post-test both of experimental and control class is 0.000. Since the level of significance value is less than 0.05, i.e. $0.000 < 0.05$, the null hypothesis (H_0)

is rejected. It means that the use of inquiry-based learning strategy shows significant difference on students' writing ability seen from the result of the post-test. In other words, the use of inquiry-based learning strategy had an influence on the student's writing ability. Therefore, the hypothesis of "there is a significant difference in writing ability between students who are taught using inquiry-based learning strategy and those are not taught by using inquiry-based learning strategy" is accepted.

C. Interpretations

In this part, the interpretation of the findings was presented. The interpretation was concerned with the descriptive and inferential interpretations.

In this study, the pre-test and post-tests had been administered to both experimental and control class to find out the students' writing ability before and after the treatment. The data of pre-test and post-tests were gathered from the writing test. Then, the treatment of using inquiry-based learning in teaching and learning process was only used in the experimental class. Therefore, the effect of using inquiry-based learning strategy on the students' writing ability could be identified through the result of ANCOVA test.

Based on the descriptive analysis, it was found that the mean scores of the post-test of both classes were higher than that of the pre-test. It means that both control and experimental classes had an improvement of the mean score. In control class was (7.99). Meanwhile, the improvement of the mean score in

experimental class was (24.21). In brief, it seems that the improvement of the mean score in experimental class was higher than that of the control class.

The improvement of the mean score of writing test of the control and experimental classes is presented in Table 23.

Table 23: The Improvement of the Mean Score of Writing Tests of the Control and Experimental Classes

Variable		Mean	The Improvement
Control Class	Pre-test	58.10	7.99
	Post-test	66.09	
Experimental Class	Pre-test	57.89	24.21
	Post-test	82.10	

Based on the result Table 23, it indicated that the students of the control and experimental classes had the same writing ability before the treatment given. It could be seen from the score categorization of the pre-test scores in both classes. It indicated that the students' pre-test scores in the both classes tended to be classified into the fair category. Then, after the control and experimental classes were given a different treatment, the improvement of the mean in the experimental class was higher than the control class. It could also be seen from table of scores categorization of both classes that the post-test scores of the experimental class were classified into very good category while the post-test scores of the control class were classified into the good category.

The inferential analysis result indicated that all of the data had normal distribution and the ample variances were homogeneous. It could also be seen from the result of the normality test of the both classes that the probability value of the pre-test data of the control and the experimental group was higher than

0.05, i.e. $0.180 > 0.05$ and $0.743 > 0.05$. So, the pre-test data of the groups had normal distribution. Meanwhile, the probability values of the post-test data of the control and experimental classes were also higher than 0.05, i.e. $0.330 > 0.05$ and $0.558 > 0.05$. So, the post-test data of the both classes were also normal. It was concluded that all of the data had normal distribution.

Meanwhile the result of the homogeneity testing also indicated that the p value was greater than the significance level of 0.05 for the both pre- and post-tests, i.e., $0.155 > 0.05$ and $0.562 > 0.05$. So, it was stated that the sample variance in the pre- and post- tests were homogeneous.

Then, from the ANCOVA result, it can be seen that the value of the level of significance is lower than 0.05, i.e. $0.00 < 0.05$, which means that there is a significance difference in the post-test score between the two groups after controlling the pre-test scores as the covariate. Besides, the significant difference also can be seen from the adjusted means of both classes as presented in Table 24.

Table 24: **Summary Means**

Variable	N	Post-test	Adjusted Mean
Experimental Class	32	82.10	81.17
Control Class	32	66.09	64.77

Table 24 shows that the mean score of the post-test achieved by the experimental class taught using inquiry based-learning strategy is higher than the mean score of the control class (i.e. $82.10 > 66.9$). Then, because the means of the covariate or the pre-test were not exactly the same for the two classes, the means of the dependent variable or the post-test had to be adjusted. The adjusted mean of the experimental class is also higher than that of the control class (i.e. 81.17

>64.77). Briefly, the means score of the experimental class is always higher than that of the control class whether it is adjusted for differences in the covariate or not. In other words, it can be stated that the use inquiry-based learning strategy has a positive influence on the students' writing ability. Thus, the hypothesis proposed in this research is accepted.

D. Discussions

In this study, the pre-test and post test have been administered to both experimental and control classes to find out the students' writing skills before and after the treatment. The data of pre-test and post-test were gathered from writing test of narrative texts. Then, the treatment of using inquiry-based learning strategy was only given to the experimental class. Therefore, the effect of using inquiry-based learning strategy on students' writing ability can be identified through the result of ANCOVA.

The finding of the research proved that there was a significant difference between the writing ability of the students who were taught using inquiry-based learning strategy and those who were not. Both of the techniques are effective but inquiry-based learning strategy is more effective than the daily conventional method (CLT) which is used by the teacher. These findings are supported by the theories about the contribution of using inquiry-based learning strategy to students' writing ability that the teaching and learning method is appropriate technique to teach writing in junior high school (Graham and Perin, 2006:27). It means that inquiry-based learning strategy is the appropriate teaching writing

method which is used in the writing class so that it can help students to develop their writing ability.

Before the treatment was given, both classes were given pre-test which consisted of one writing narrative text. It was conducted to know whether there was a significant difference in students' writing narrative writing ability between the control and the experimental class or not. Pre-test in the experimental class and the control class was conducted on February 13th, 2013. After the pre-test given, the computation of the mean score of experimental class on their writing test was 57.89 while the mean score of the control class was 57.10. It can be interpreted that both of classes have the same ability in writing narrative text.

In the experimental class, students were treated by using inquiry-based learning strategy as a teaching method. The students were active and felt free in expressing their ideas in some activities that the teacher gave. When the researcher conducted the research, she delivered narrative text as the teaching material. In the teaching method, she used the development of inquiry based learning model to teach narrative writing. It called multiple representative model, where the inquiry based learning strategy use media tools to help students to explore their understanding. Technology and media tools support in the inquiry learning especially on the visualization like picture or graphic which guide the learner to seeing the data (Edelson et al., 1999)

Therefore, picture series were needed to help students to observe the story in the narrative text material. In the teaching and learning process the researcher

gave narrative text in her teaching material by providing picture series of the story (e.g. Snow White, Three Little Pigs etc.).

In her teaching and learning process, firstly, she asked the students to make some groups and she gave them the picture series of a story. Then she asked them to gather information of the story such as content of story, characters, conflict, and solution of the story by discussing and observe the picture series with their group members. Secondly, she asked the students to make a draft by guiding them to guess what happen or even in the picture series. She let her students to wonder the story based on their ideas in the picture before they started to write the narrative text. After they could guess the event of the story, they tried to express their ideas of the story in the narrative writing. After they had the exercises done, the teacher gave them time to check their draft in the aspects of content of the story, grammar, vocabulary, punctuation and the organization of the story before the teacher asked them to swap their drafts. Thirdly, the teacher and the students discussed the story and she asked the students to check their friend's draft and if they found mistakes they gave suggestion for the revision by taking note in the draft. The last, the teacher asked the students to return the draft to their own and revised and edited the draft and submitted to their teacher. During teaching and learning process the students became active, enthusiastic, happy and motivated to learn narrative text. Inquiry-based learning strategy made them so curious in trying to find ideas and express those ideas into the form of narrative text. As a result, when the teacher asked the students to write narrative text, they felt easy to generate their ideas and express their story to write narrative text.

Meanwhile, in the control class, the teacher used the conventional teaching as a daily teaching technique and the students' writing ability had not improved well. The teacher used communicative language learning in the teaching and learning writing process. In the process, the students just sit, listened to the teacher's explanation and did some exercises from the textbook. Thus, the students were bored, some of them talked with their desk mate or did something else rather than listened to the teacher explaining the material. It made the students' motivation and attentions in going the learning process were poor. When teacher asked the students in this class to write narrative text, they looked confuse to write and took long time to find the ideas and expressed it on writing narrative text.

From the explanation above, it can be concluded that inquiry-based learning is appropriate to be employed as a good combination technique in teaching writing for the level of Junior High School. The students looked more interested in studying writing because in the learning process they often worked in group, so that for students who had not understood yet the material of the lesson they asked to their friends and they discussed, shared, thought together to solve the problem and got the result and agreement (Leung,1998).

After the treatment was given to the experimental class, the post-test was conducted in both classes. It aimed to know the improvement of those classes, especially for the experimental class which was taught using inquiry-based learning strategy. Based on the computation of the post-test result, the mean score of experimental class on their writing ability was 82.10 while the control class

was 66.09. It can be interpreted that the mean score of the experimental class taught by using inquiry-based learning strategy was higher than that control class taught without it. The improvement of the writing skill could be seen from the mean scores of the post-test of experimental and control class. In fact, the students' writing ability both classes was improving. However, the improvement of the students' writing ability in the experimental class was higher than that the control class. It showed from the gain scores of pre-test to post-test that experimental class get 24.21 points for the improvement , while control class get 7.99 points for the improvement of the score writing test.

Meanwhile, the students' writing ability in control class which taught with conventional teaching as a daily teaching had not improved well. The teacher used communicative language learning in the teaching and learning writing process. In the process, the students just sit, listened to the teacher's explanation and did some exercises from the textbook. Thus, the students' motivation and attention during the learning process were poor. Besides, they got difficulties to write completely since they do not have appropriate learning technique which encouraged them to write effectively.

In addition, the benefits of using inquiry-based learning strategy on writing ability could be seen from the students' pre-test and post-test scores of the both experimental and control classes before and after the treatment given. From the result of the pre-test of both classes, it indicated that the students' writing ability of both classes before the treatment tended to be equal because they were classified into the fair category.

Meanwhile, the mean of the post-test of the experimental class was higher than that of the control class, i.e. $82.10 > 66.09$. There was the improvement of the mean of both classes. Meanwhile, the improvement mean score of the post-test in experimental class was higher than that of the control class, i.e. $24.21 > 7.99$. When it was consulted to the score categorization, the score categorization of the post-test in the experimental class was higher than that of the post-test in the control class. The post-test scores of the experimental class were classified into very good category while that of the control class were classified into the good category. It meant that after the treatment was given, the students' writing ability of the experimental class tended to be classified into higher category than that of the control class.

Moreover, the result of ANCOVA test showed that the significance value was lower than 0.05, i.e. $0.000 < 0.05$. It meant that there is a significant difference on students' writing ability who were taught by using inquiry-based learning strategy and those who were not.

Finally, the hypothesis proposed in this research which says "The students who are using inquiry-based learning strategy on their class will have better writing ability than the students who are not" is accepted.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is divided into three main sections: conclusion, implication and suggestion from the research finding. Those sections are presented as follows

A. Conclusions

The conclusion of this research study is supported by finding. It answer the problem formulation in Chapter I.

Firstly, the pre-test result of the experimental class reveals that mean value was 57.89 which were in fair category. Meanwhile, the post-test result shows that the mean value was 82.10 which belongs to very good category. It could be concluded that the students' writing ability of the experimental class improved significantly from the mean score 57.89 to 82.10. It improved 24.21 points. Further, based on the score categorization there was an improvement of two levels of category from fair to very good category of students' writing ability after given treatment. Besides, it also could be identified from the standard deviation (SD). Standard deviation for pre-test was 8.73, while the post-test was 7.46 It meant that standard deviation decreased 1.27. In other words, the students' writing ability of the experimental class from the pre-test to post-test scores became homogenous.

Secondly, the pre-test result of control class illustrates that the mean was 58.10 which is in fair category. Meanwhile, the mean value for the post-test was 66.09 which is in good category. It could be concluded that the students' writing ability of the control class improved from the mean score 58.10 to 66.09. It

improved 7.99 points. Meanwhile, based on the score categorization there was improvement of one level of category from fair to good on students' writing ability after given treatment. Moreover, the standard deviation (SD) on pre-test was 7.45 while on post-test was 7.15. It meant that standard deviation from pre-test to post-test decreased 0.30. In other words the students' writing ability of control class from pre-test to post-test became homogenous.

Thirdly, the post-test result notes that the mean value of the experimental class was higher than that of the control class. The mean score of the experimental class in post-test was 82.10 while that of control group was 66.09. In this case, the students who were taught by using inquiry-based learning strategy on their writing class had better writing ability than the students who were not.

Based on the finding of the research, it can be summarized that there is a significant difference between the writing ability of the eighth grade students of SMP N 1 Prambanan Klaten taught by using inquiry-based learning and those who were not taught by using inquiry-based learning. It can be seen in the result of ANCOVA in Table 22, that shows the value of significance was 0.000 and it was lower than 0.05. Therefore, the hypothesis which says, "There is a significant difference in writing ability between students who are taught using inquiry-based learning strategy and those who are not taught by using inquiry-based learning strategy" is accepted.

Communicative learning technique (CLT) is effective. However, Inquiry-based learning is quite effective. It can be concluded that both of the teaching

techniques are effective to teach writing and both of the techniques improve students' writing ability.

B. Implications

Implications are drawn from the research finding. The research finding came with a finding that there is significance on the students' narrative texts writing ability between students who are taught using inquiry-based learning strategy and those who are taught without using it. Moreover, this research implies that the use of inquiry-based learning strategy as teaching method is needed in teaching writing.

Considering the conclusion drawn above, it implies that the use of inquiry-based learning is capable to encourage the improvement of students' writing skill in which can be seen from the progress of the students' writing scores of writing narrative text after given a treatment using inquiry-based learning strategy. It is expected that the teachers are highly recommended to use the teaching and learning method in writing in order to improve students' writing skill.

Students are active and motivated in learning process when they are taught using inquiry-based learning strategy. Therefore, it implies that the use of inquiry-based learning can help students' interest and help them to express their ideas into writing. So that, the students are able to write narrative text completely.

In summary, the use of inquiry-based learning strategy during the research can improve the students' achievement in their writing of narrative text.

Therefore, using inquiry-based learning strategy need to be maintained in teaching writing.

C. Suggestions

Based on the conclusion above, the research proposes some suggestions.

They are as follows

1. For English Teachers

In the English teaching and learning process, especially in writing teachers are recommended to select inquiry-based learning as the appropriate teaching technique. Since, it is capable to encourage the improvement of students' writing ability and to build their motivation in studying writing

2. For other researchers

The researcher realizes that this study is far from being perfect. It still has many weeknesses in some parts. Therefore, the researcher suggests that the other researchers should conduct a study in the same or similar topic to enrich the theories on the use of Inquiry-based learning strategy in English eaching and learning process.

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APPENDICES

APPENDIX A

(Lesson Plans)

Lesson Plan 1

(Experimental Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: Once Upon a Time

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written language accurately in the forms of narrative text to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator :

1. Students are able to identify a *narrative text*.
2. Students are able to get the meaning from unfamiliar words based on the context of the text.
3. Students are able to identify the generic structure of narrative text.
4. Students are able to write *narrative text*.

Teaching Method

- Inquiry – based learning

Teaching Material

1. Teaching material : a narrative text and other resources that relevant to the material.
2. Generic Structure of the narrative text:
 - Social function: to entertain or amuse the reader or listener
 - Text Organization:
 - ❖ **Orientation:** it sets scene and introduces the participants and characters.
 - ❖ **Complication:** it is a series of complications or crisis points which arise in the story.
 - ❖ **Resolution:** the crisis is resolved, for better or for worse.
 - Language Features:
 - ❖ Using simple past tense (drunk, killed, etc)
 - ❖ Using Adverb of time (Once upon a time, one day, etc)
 - ❖ Using time conjunction (when, then, suddenly, etc)
 - ❖ Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - ❖ Using Action verbs. A verb that shows an action. (killed, dug, walked, etc).
 - ❖ Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

Teaching and Learning Activities

A. Pre – Teaching

- ✓ Teacher greets the students.
- ✓ Teacher asks the students condition.
- ✓ Teacher checks the students' attendance.
- ✓ Teacher asks questions related to the material

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

♥ **Activity 1** (*Appendix, Task 1*)

- ✓ The teacher asks the students to look at some pictures of famous story.
- ✓ The teacher asks some questions related to the pictures.
- ✓ The students ask the questions to the teacher.

♥ **Activity 2** (*Appendix, Task 2*)

- ✓ Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the text.
- ✓ Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- ✓ While students are reading the text, teacher monitors the students' activity by walking around the class.
- ✓ Teacher asks a question to students whether they have finished or not yet.
- ✓ Teacher with students discuss the meaning of the unfamiliar words based on the context which they have found in the text.

b. MOT (Modeling of Text)

♥ **Activity 3** (*Appendix, Task 3*)

- ✓ Teacher takes the text as the example of *the narrative* text and gives some explanation about purpose and general characteristics of a *narrative* text.
- ✓ Teacher asks students to discuss part of the text in pairs.
- ✓ Teacher and students participate in a discussion.
- ✓ Teacher asks students whether any question or not.

♥ **Activity 4** (*Appendix, Task 4*)

- ✓ Teacher gives another narrative text and some exercises to do by students in group.
- ✓ Teacher asks students to make a group consists of 4 or 5 students.
- ✓ Teacher asks students to read the text and discuss to fill in the blank of the text together with the group.
- ✓ Teacher asks students to investigate the text by identifying the part of narrative text.

c. JCOT (Join Construction of Text)

♥ **Activity 5** (*Appendix, Task 5*)

- ✓ Teacher asks the students to make a short story based on the picture series of 'Snow White' in group.
- ✓ Teacher asks students make a group consist of 4 or 5 students.
- ✓ Teacher gives some pictures series of the story 'Snow White'.
- ✓ Teacher asks students to discuss, observe, and share their ideas based on the pictures series with their group.
- ✓ Teacher guides the students to make outline of the story.
- ✓ Teacher guides the students to start writing by giving clue in each picture.
- ✓ Teacher asks the students to reread and review their drafts.
- ✓ Teacher asks the students to swap their drafts to other groups and asks them to give some comments and suggestion.
- ✓ Teacher asks the students to revise and edit their drafts on content, organization and language use (grammar).
- ✓ Teacher asks the students to write final drafts
- ✓ Teacher asks the students to submit their writing product.

a. ICOT (Individual Construction of Text)

♥ **Activity 6** (*Appendix, Task 6*)

- ✓ Teacher asks the students to make story based on their imagination with the picture series below
- ✓ Teacher asks the students to do exercise individually. (task 6)
- ✓ Teachers asks the students to gather ideas by observing the pictures and ask the to write some notes.
- ✓ Teacher guides the students to make outline.
- ✓ Teacher guides the students to start writing their fist drafts.
- ✓ Teacher asks the students to reread and review their drafts.
- ✓ Teacher asks the students to edit the language use (grammar) of their first drafts.
- ✓ Teacher asks the students to write the final drafts.
- ✓ Teacher asks the students to submite their writing product.

C. Post – Teaching

- ✓ The teacher and students make reflection on the activities that have done during the class.
- ✓ The teacher gives summary from today's discussion.
- ✓ The teacher leads the closing prayer.
- ✓ The teacher says goodbye to the students.

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- *Pictures of a story that related to materials*

Scoring

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116).

Yogyakarta, January 2013

Approved by,

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MATERIAL OF EXPERIMENTAL CLASS

First Meeting

TASK 1



- ❖ Question related to the picture and materials.
 1. Have you ever heard the story of Cinderella, Malin Kundang, Snow White, or maybe Kancil Nyolong Timun?
 2. Do you like reading story book? What for?
 3. Do you think what is it for?
 4. Do you feel curios and want to know what happened to your favorite character in the end of the story?
 5. Can you guess what kind of material we are going to do?
 6. What do you know about narrative text?
 7. Can you mention the generic characteristics of the narrative text?
- ❖ Instruction
 - ✓ Teacher shows some pictures of famous story.
 - ✓ Teacher asks to students related to the picture and materials.

TASK 2

Direction: Read and find the difficult word in text, then get the meaning from the dictionary.



TASK 3

Input

NARRATIVE TEXT

Purpose: to entertain or amuse the reader or listener

Text Organization:

- ✓ **Orientation:** it sets scene and introduces the participants and characters.
- ✓ **Complication:** it is a series of complications or crisis points which arise in the story.
- ✓ **Resolution:** the crisis is resolved, for better or for worse.

Language Features:

- ❖ Using simple past tense (drunk, killed, etc)
- ❖ Using Adverb of time (Once upon a time, one day, etc)
- ❖ Using time conjunction (when, then, suddenly, etc)
- ❖ Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- ❖ Using Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- ❖ Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White"). The direct speech uses

TASK 4

Direction: Read the following text. Then, use the words to fill in the blanks (change the forms if necessary).

region	worship	annual	sacrifice	pray
--------	---------	--------	-----------	------

Roro Anteng and Jaka Seger



Once upon a time, there was a king named King Brawijaya. He ruled Majapahit kingdom. He has a daughter name Roro Anteng. Roro Anteng fell in love with Jaka Seger. He was a man from the Brahmin Caste. King Brawijaya did not agree with their relationship.

Roro Anteng and Jaka Seger left Majapahit. They moved to a place near Mount Bromo. They ruled the 1) region together. The people were prosperous under their leadership. However, they were unhappy because they had no children. Desperate, they decided to climb to the top of Mount Bromo. They 2) ... for help to the god of Mount Bromo. He granted their wish. However, the youngest child must be sacrificed in the crater of the volcano.

After giving birth to 25 children, Roro Anteng and Jaka Seger have to 3) Their last child, Kesuma. If they broke their promise, they would be threatened with catastrophe. After Kesuma was sacrificed, they heard Kesuma's voice. He told everyone not to forget to perform 4)

Until now, the Tenggerese still perform the annual Kasada festival to remember Kesuma's sacrifice. The word 'Tengger' is derived from the last syllables of Roro Anteng and Joko Seger. They present 5) offerings of rice, fruits, vegetables, livestock, and other local products.

TASK 5

Direction: Write a story 'Snow White' based on the pictures with your own words, to start writing by considering the following clues to help you.

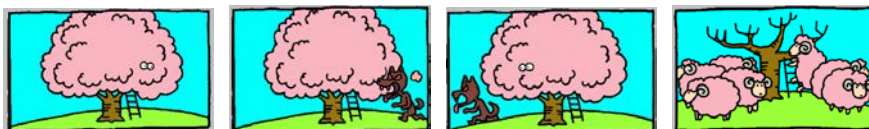
1. Decide where the story is begun.
2. Create some characters for good and bad side.
3. Create the story conflict.
4. Give the solution how the story is ended.
5. Use some words below the picture if you get difficulties.

			
live, princess,	step mother, cruel	jealous, huntsman	enter, cottage
		kill	clean up, sleep
			
the dwarfs, surprise	change, poison, old	take, give,	bite, fall, poison
stay, promise			
			
dead, cry, glass coffin	find, kiss, open, wake	happy, marry, prince	

TASK 6

Direction: Write a story based on your imagination with your own words, to start writing by considering the following clues to help you.

1. Decide where the story is begun.
2. Create some characters for good and bad side.
3. Create the story conflict.
4. Give the solution how the story is ended.
5. Use some words below the picture if you get difficulties



1. One day, in a beautiful village, there was a sheep farm. The sheep have a favourite hiding places, it was on a dead tree, so that it resembles a tree by dense foliage.
2. (hungry, prowl, farm, find)
.....
3. (left, hungry, look for)
.....
4. (go down, come, meal)
.....

APPENDIX

ANSWER KEY

First Meeting

TASK 2

(Unfamiliar vocabulary on the text)

TASK 4

1. Region
2. Pray
3. Sacrifice
4. Worship
5. Annual

TASK 5

The Story of 'Snow White'

1. Long ago, in a faraway place, there lived a lovely princess named Snow White. Her hair was black as coal, her lips red as rose, and her skin as white as snow.
2. Snow White's stepmother, the Queen, was very cruel. She hated anyone who was more beautiful than she.
3. But as Snow White grew older, she also grew more beautiful. And the Queen became very jealous. the Queen called her royal huntsman to kill her. The Huntsman had a kind heart and couldn't do the deed so told her to run away.
4. Snow White entered the little house and finding it very untidy, started to clean up. Upstairs she found seven little beds. She was very tired and stretching out on one of the beds, was soon asleep.

5. When the Dwarfs came home they were surprised to find Snow White and after some argument, decided to let her stay. She promised to cook and look after them.
6. There the Queen mixed a potion that would change her into an old hag.
7. The Queen took a poisoned apple and set out for the Dwarfs cottage. She gave Snow White the poisoned apple.
8. As soon as Snow White bit the poisoned apple, she fall into unconsciousness.
9. Thinking she was dead, the Dwarfs built a glass coffin and put her in it. They cried in the sadness.
10. One day, the Prince was riding through the forest looking for Snow White and found her. He leaned over and kissed her. She opened her eyes and sat up with a smile. Everyone was happy.
11. The Prince took Snow White to his palace where they were married and lived happily ever after.

TASK 8

1. One day, in a beautiful village, there was a sheep farm. Sheeps had a favorite hiding place, it was on a dead tree.
2. In the afternoon there was a hungry wolf on the prowl He came to the farm and looked for one sheep to be eaten .but he did not find any sheep.
3. Finally the hungry wolf left the farm. He decided to look for food in other village.
4. Then the sheep soon went down from the tree and came home. They didn't wantto be a meal for hungry wolf.

Lesson Plan 2

(Experimental Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: Once Upon a Time

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator

1. Students are able to get the meaning from unfamiliar words based on the context of the text.
2. Students are able to identify language features of the narrative text.
3. Students are able to use language features narrative text.
4. Students are able to write a *narrative text*.

Teaching Method

- Inquiry – based learning

Teaching Material

- ✓ Teaching material : a narrative text and other resources that relevant to the material.
- ✓ Generic Structure of the narrative text:
 - Social function: to entertain or amuse the reader or listener
 - Text Organization:
 - ❖ **Orientation:** it sets scene and introduces the participants and characters.
 - ❖ **Complication:** it is a series of complications or crisis points which arise in the story.
 - ❖ **Resolution:** the crisis is resolved, for better or for worse.
 - Language Features:
 - ❖ Using simple past tense (drunk, killed, etc)
 - ❖ Using Adverb of time (Once upon a time, one day, etc)
 - ❖ Using time conjunction (when, then, suddenly, etc)
 - ❖ Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - ❖ Using Action verbs. A verb that shows an action. (killed, dug, walked, etc)
 - ❖ Direct speech. It is to make the story lively. (Snow White said, “My name is Snow White). The direct speech uses present tense.

Teaching and Learning Activities

A. Pre – Teaching

- ✓ Teacher greets the students.
- ✓ Teacher asks the students’ condition.
- ✓ Teacher checks students’ attendance.
- ✓ Teacher asks question related to the material.

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- ✓ Teacher review the previous materials that have been learnt in the last meeting. (social function and generic structure of narrative text).
- ✓ Teacher asks some questions that are related to the materials (narrative text).
- ✓ Teacher addresses the topic that they are going to learn, e., language features of narrative text.

b. MOT (Modeling of Text)

♥ **Activity 1** (*Appendix, Task 1*)

- ✓ Teacher takes an example of the narrative text. (task 1)
- ✓ Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the story. (task1)
- ✓ Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- ✓ Teacher asks students to write down their answer/meaning in the white board.
- ✓ Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board.

♥ **Activity 2** (*Appendix, Task 2*)

- ✓ Teacher gives some explanation about language features of narrative text, e.g, Simple Past Tense.
- ✓ Teacher gives an exercise (task 2) to practice using the Simple Past Tense of verbs to show events that happened in the past.
- ✓ Teacher asks students do the exercise on task 2 by in pair.
- ✓ Teacher asks students to change verb form to Past tense.
- ✓ Teacher asks students to check their work
- ✓ Teacher and students discuss the question and check their answer.

a. JCOT (Join Construction of Text)

♥ **Activity 3** (*Appendix, Task 3*)

- ✓ Teacher gives a narrative text entitle “ The Monkey and The Crocodile” and some exercises to do by students in group. (Task 3)
- ✓ Teacher asks students to make in group consist of 4 or 5 students.
- ✓ Teacher guides students to gather ideas from the story. (task 3)
- ✓ Teacher asks students to change the verb forms in the bracket into simple past tense.
- ✓ Teacher asks students to find unfamiliar words, and the teacher asks them to find the meaning of the words.
- ✓ Teacher asks students whether they have finished or not yet.

- ✓ Teacher asks students to exchange their answer to their friends.
- ✓ Teacher and students discuss and check the students answer.
- ✓ Teacher asks students to edit and revise their work.
- ✓ Teacher asks the students to submit their work to the teacher.

♥ **Activity 4** (*Appendix, Task 4*)

- ✓ Teacher gives the exercise to make simple narrative text based on the picture series. (task 4)
- ✓ Teacher asks the students to make a short story based on the picture series of 'Three Little Pigs' in group.
- ✓ Teacher asks students to make in group consist 4 or 5 students.
- ✓ Teacher guides students to gather their ideas by observing the picture series of 'Three Little Pig' in task 4.
- ✓ Teacher asks students to share their ideas they get from observation to the picture series.
- ✓ Teacher guides students to make outlines.
- ✓ Teacher guides to start writing their first drafts.
- ✓ Teacher asks students to reread and review their drafts.
- ✓ Teacher asks students to swap their draft to other groups and ask them to give some comment and suggestion.
- ✓ Teacher and students discuss the story based on the picture series.
- ✓ Teacher asks students to return the draft to their groups.
- ✓ Teacher asks students to edit the language use (grammar) of their drafts.
- ✓ Teacher asks students to write the final draft.
- ✓ Teacher asks students to submit their writing product to the teacher.

b. ICOT (Individual Construction of Text)

♥ **Activity 5** (*Appendix, Task 5*)

- ✓ Teacher gives the students another exercise of writing narrative. (Task 5)
- ✓ Teacher asks the students to write story of 'Bawang Putih Bawang Merah' by giving some clues.
- ✓ Teacher asks students to do this exercise by individually in Task 5.

- ✓ Teacher guides students to gather their ideas by observing the picture series of 'Bawang Putih Bawang Merah' in Task 5.
- ✓ Teacher guides students to make outlines.
- ✓ Teacher guides to start writing their first drafts.
- ✓ Teacher asks students to reread and review their drafts.
- ✓ Teacher asks students to swap their draft to other friends and ask them to give some comments and suggestions.
- ✓ Teacher and students discuss the story based on the picture series.
- ✓ Teacher asks students to return the draft to their friends.
- ✓ Teacher asks students to edit the language use (grammar) of their drafts.
- ✓ Teacher asks students to write the final draft.
- ✓ Teacher asks students to submit their writing product to the teacher.

C. Post – Teaching

- ✓ The teacher and students make reflection on the activities that have done during the class.
- ✓ The teacher gives summary from today's discussion.
- ✓ The teacher leads the closing prayer.
- ✓ The teacher says goodbye to the students

Sources

- Priyana, Joko. 2008. *SCAFFOLDING: English for junior High School Grade VIII*. Jakarta: Pusat Pembukuan Department Pendidikan Nasional
- Wardiman, Artono. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembukuan Department Pendidikan Nasional.
- Widiati, Utami. 2008. *Contextual Teaching and Learning BAHASA INGGRIS Sekolah Menengah Pertama*. Jakarta: Pusat Pembukuan Department Pendidikan Nasional.
- *Pictures of a story that related to materials.*

Scoring (Appendix)

- Max Score = 100

- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

First Consultant,

Second Consultant,

G. Suharto, M.Pd

Siti Sudartini, S.Pd.,.M.A

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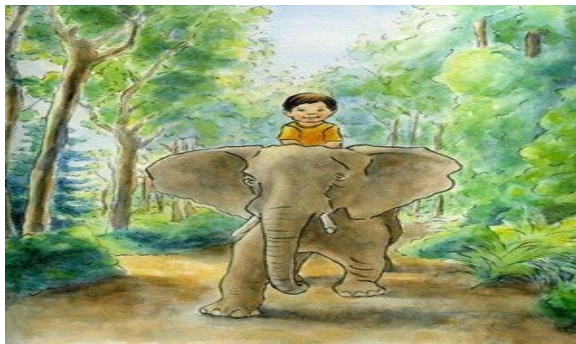
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APPENDIX

MATERIAL OF EXPERIMENTAL CLASS

Second Meeting

TASK 1



Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These Elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snake, the elephants screeched and off they went thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

TASK 2

Formula Simple Past Tense:

Subject + Verb-ed

Direction: Change the verb forms in the bracket into Simple Past Tense, do this exercises in pair.

1. Babu (live) years ago with his master.
2. He (work) for a master who was very bad.
3. Babu's master (treat) him badly.
4. His master (look) at him with anger.
5. His master (dislike) him very much.

TASK 3

Direction: Change the verb forms in the bracket into Simple Past Tense, do this exercises in pair.

The Monkey and The Crocodile

One day there *(is)* a monkey. He *(want)* to cross a river. There he *(see)* a crocodile so he *(ask)* the crocodile to *(take)* him across the other side of the river. The crocodile *(agree)* and *(tell)* the monkey to jump on its back. Then the crocodile *(swim)* down the river with the monkey on his top.

Unluckily, the crocodile *(is)* very hungry, he *(stop)* in the middle of the river and *(say)* to the monkey, "My father *(is)* very sick. He *(has to)* eat the heart of the monkey. So he *(will)* be healthy again."

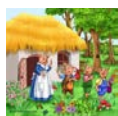
At the time, the monkey *(is)* in dangerous situation and he *(has to)* think hard. Then he *(has)* a good idea. He *(tell)* the crocodile to *(swim)* back to the river bank. "What's for?" *(ask)* the crocodile. "Because I *(don't)* bring my heart," *(say)* the monkey. "I *(left)* it under a tree, near some coconuts in the river bank."

The crocodile *(agree)* and *(turn)* around. He *(swim)* back to the bank of the river. As soon as they *(reach)* the river bank, the monkey *(jump)* off the crocodile's back. Then he *(climb)* up to the top of a tree.

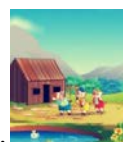
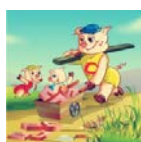
"Where *(is)* your heart?" *(ask)* the crocodile. "You *(are)* foolish," *(say)* the monkey to the crocodile. "Now I *(am)* free and U *(have)* nothing". The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

TASK 4

Direction: Write a story based on the picture series, use some words in the below pictures if you get difficulties. Number one is done for you.



1. Once upon a time, there were three little pigs who lived with their mother in a meadow. One day the mother pig said to the three little pigs, "you need to go out into the world and make your own way."



2.

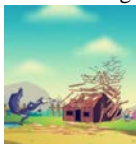
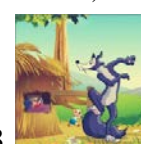
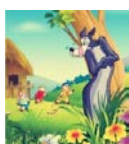
3.

4.

5.

6.

(Go out/world) (decide/build/ The/woods) (lazy/straw) (a little harder/ (smarter/bricks) twigs)



7.

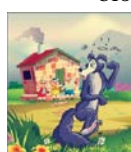
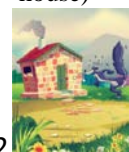
8.

9.

10.

11.

(big/bad/see/ house) (come/huff/ blow) (come/huff/ blow) (run/hide/ house) (escape/lock)



12.

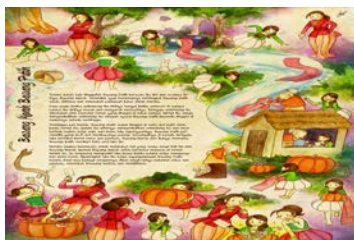
13.

14.

(huff/puff/fall/down) (fall/strong/give up/run/cme) (happy)

TASK 5

Direction: Write a narrative story of 'Bawang Putih Bawang Merah' your own. Use the following clues to help you.



1. Decide where the story is begun.
2. Create some characters for good and bad side.
3. Create the story conflict
4. Give the solution how the story is ended.

APPENDIX

ANSWER KEY

Second Meeting

TASK 1

(Unfamiliar vocabulary on the text)

TASK 2

1. lived
2. worked
3. treated
4. looked
5. disliked

TASK 3

The Monkey and the Crocodile

One day there was a monkey. He wanted to cross a river. There he saw a crocodile so he asked the crocodile to take him across the other side of the river. The crocodile agreed and told the monkey to jump on its back. Then the crocodile swam down the river with the monkey on his top.

Unluckily, the crocodile was very hungry, he stopped in the middle of the river and said to the monkey, "My father is very sick. He has to eat the heart of the monkey. So he will be healthy again."

At the time, the monkey was in dangerous situation and he had to think hard. Then he had a good idea. He told the crocodile to swim back to the river bank. "What's for?" asked the crocodile. "Because I don't bring my heart," said the monkey. "I left it under a tree, near some coconuts in the river bank."

The crocodile agreed and turned around. He swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back. Then he climbed up to the top of a tree.

"Where is your heart?" asked the crocodile. "You are foolish," said the monkey to the crocodile. "Now I am free and I have my heart."

TASK 4

1. Once upon a time, there were three little pigs who lived with their mother in a meadow. One day the mother pig said to the three little pigs, "you need to go out into the world and make your own way.
2. The three little pigs went out into the world
3. Then, the pigs decided to build house near the woods.
4. The first little pig was lazy. He made a house of straw.
5. The second little pig worked a little harder than the first little pig. He made a house of twigs.
6. . The third little is smarter pig, he made a house of bricks.
7. However, A big bad wolf lived in the wood. He was not happy when he saw the three pigs building house nearby.
8. Then, The big bad wolf came to the first little pig's house, he huffed and puffed and blew it down.
9. The big bad wolf also came to the first little pig's house, he huffed and puffed and blew it down.
10. After that, The first and the second little pigs ran to hide at the third little pig's house
11. Luckily, the first and second little pigs escaped to the third little pig's house and locked themselves in
12. The big bad wolf huffed and puffed and huffed and puffed. But the house did not fall down.
13. However, the brick house didn't fall. It was too strong! Finally, Mr. Wolf gave up. He ran out of the house and never came back!
14. And then the three little pigs lived happily ever after.

TASK 5**Bawang Merah Bawang Putih**

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Her mother died when she was a baby and her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

When she arrived home, her step mother and Bawang Merah were angry. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. Bawang Merah to do exactly the same as Bawang Putih's experience. She threw the clothes and pretended to search them. she met the old woman. Again she asked Bawang Merah to do household chores.

She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. When she arrived home, she directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

Lesson Plan 3

(Experimental Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: Friendship

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator

1. Students are able to get the meaning from unfamiliar words based on the context of the text.
2. Students are able to understand the content of the text.
3. Students are able to use language features of the *narrative* text.
4. Students are able to write a *narrative text*.

Teaching Method

- Inquiry – based learning

Teaching Material

1. Teaching material : a narrative text and other resources that relevant to the material.
2. Generic Structure of the narrative text:
 - Social function: to entertain or amuse the reader or listener
 - Text Organization:
 - ❖ **Orientation**: it sets scene and introduces the participants and characters.
 - ❖ **Complication**: it is a series of complications or crisis points which arise in the story.
 - ❖ **Resolution**: the crisis is resolved, for better or for worse.
 - Language Features:
 - ✓ Using simple past tense (drunk, killed, etc)
 - ✓ Using Adverb of time (Once upon a time, one day, etc)
 - ✓ Using time conjunction (when, then, suddenly, etc)
 - ✓ Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - ✓ Using Action verbs. A verb that shows an action. (killed, dug, walked, etc)
 - ✓ Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

Teaching and Learning Activities

A. Pre – Teaching

- ✓ Teacher greets the students.
- ✓ Teacher asks the students' condition.
- ✓ Teacher checks students' attendance.
- ✓ Teacher asks question related to the material.

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- ✓ Teacher review the previous materials that have been learnt in the last meeting.
- ✓ Teacher asks some questions that are related to the materials (narrative text).
- ✓ Teacher addresses the topic that they are going to learn.

b. MOT (Modeling of Text)

- ✓ Teacher takes an example of the narrative text.

♥ **Activity 1** (*Appendix, Task 1*)

- ✓ Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the story.
- ✓ Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- ✓ Teacher asks students to write down their answer/meaning in the white board.
- ✓ Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board.

♥ **Activity 2** (*Appendix, Task 2*)

- ✓ Teacher gives some exercises to do by students in pair based on the text in Task 1.
- ✓ Teacher gives a chance for students to discuss the text and asks them to do the exercise.
- ✓ Teacher asks students whether they have finished or not yet.

♥ **Activity 3** (*Appendix, Task 3*)

- ✓ Teacher gives one more another exercise for students based on the story in Task 1.
- ✓ Teacher asks students to read once more the story of ‘The Prince and His Best friend’ in task 1 and do the exercise in task 3.
- ✓ Teacher gives students chance to discuss the question with their partner.
- ✓ Teacher asks students whether have finished or not yet.
- ✓ Teacher asks students to swap their answer to other groups.
- ✓ Teacher and students discuss the answer of the question.
- ✓ Teacher asks students to submit their answer to the teacher.

a. JCOT (Join Construction of Text)

- ✓ Teacher gives a narrative text entitle “ Cinderella” and some exercises to do by students in group. (Task 4)

♥ **Activity 4** (*Appendix, Task 4*)

- ✓ Teacher asks students to make in group consist of 4 or 5 students.
- ✓ Teacher asks students to read the story. (task 4)

- ✓ Teacher asks students to find unfamiliar words based on the text.
- ✓ Then, she asks them to write down on the white board.
- ✓ Teacher gives a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- ✓ Teacher with students discuss the meaning of the difficult words based on the context which they have written in the white board.

♥ **Activity 5** (*Appendix, Task 5*)

- ✓ Teacher asks students to retell the story of 'Cinderella' in group.
- ✓ Teacher guides students to gather ideas from the story 'Cinderella'.
- ✓ Teacher guides students to gather ideas by observing the picture series of 'Cinderella'.
- ✓ Teacher asks students to share their ideas they get from observation to the picture series.
- ✓ Teacher guides students to make outlines.
- ✓ Teacher guides to start writing their first drafts.
- ✓ Teacher asks students to reread and review their drafts.
- ✓ Teacher asks students whether they have finished or not yet.
- ✓ Teacher asks students to swap their draft to other groups and ask them to give some comment and suggestion.
- ✓ Teacher and students discuss their drafts based on the pictures and check the students answer in language use (grammar), content, mechanics, and text organize.
- ✓ Teacher asks students to return the draft to their groups.
- ✓ Teacher asks students to edit and revise their work.
- ✓ Teacher asks the students to submit their work to the teacher.

b. ICOT (Individual Construction of Text)

♥ **Activity 6** (*Appendix, Task 6*)

- ✓ Teacher asks students to read the text of 'King of the Jungle'.(Task 6)
- ✓ Teacher guides students to gather ideas from the story 'King of The Jungle'.
- ✓ Teacher guides students to make outlines
- ✓ Teacher guides to start writing their first drafts.
- ✓ Teacher asks students to reread and review their drafts.

- ✓ Teacher asks students whether they have finished or not yet.
- ✓ Teacher gives students chance to check once more their drafts based on the language use (grammar), content, mechanics, and text organize.
- ✓ Teacher asks the students to submit their work to the teacher.

C. Post – Teaching

- ✓ The teacher and students make reflection on the activities that have done during the class.
- ✓ The teacher gives summary from today's discussion.
- ✓ The teacher leads the closing prayer.
- ✓ The teacher says goodbye to the students

Sources

- *Priyana, Joko. 2008. SCAFFOLDING: English for junior High School Grade VIII. Jakarta: Pusat Pembukuan Department Pendidikan Nasional*
- *Wardiman, Artono. 2008. English in Focus: for Grade VIII Junior High School (SMP/MTs). Jakarta: Pusat Pembukuan Department Pendidikan Nasional.*
- *Widiati, Utami. 2008. Contextual Teaching and Learning BAHASA INGGRIS Sekolah Menengah Pertama. Jakarta: Pusat Pembukuan Department Pendidikan Nasional.*
- *Pictures of a story that related to materials.*

Scoring (Appendix)

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

First Consultant,

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APPENDIX

MATERIAL OF EXPERIMENTAL CLASS

Third Meeting

TASK 1

Direction: Read the following text.

The Prince and His Best Friends

Once upon a time, there lived a kind young pronce named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, the Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near and old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make deal, it make peter suspicious about Franklin's behavior. So he quietly made up a plant for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the widow that Peter Piper and the Prince were riding away on one Of the Bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Price was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital

TASK 2

Direction: Answer the following question based on the story in Activity 1

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened were the prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits? How?
8. After you read the story, what did you think of the Prince's friends?

TASK 3

Direction : Decided whether these statements are true (T) or false (F).

1. The young Prince was hated by his people.
2. The young Prince was kind to others.
3. The Prince had two best friends.
4. Both of the Prince's friends were rich people.
5. When the bandits attacked, they hurried back to the castle.
6. The Prince and his friends hid in an old house.
7. The Prince didn't want to surrender.
8. Franklin made an agreement with the bandits.
9. The bandits manage to enter the house by breaking the front door.
10. The Prince and Peter manage to escape but Franklin didn't

TASK 4

Direction: Read the following story

Cinderella

Once upon a time, there was a girl called Cinderella. Cinderella is lived happily with her mother and father until her mother died. Feel that Cinderella needs a mother figure in his life, Cinderella's father remarries to a woman who has two daughters of her own.

Unfortunately, Cinderella's father dies and she lived only with her stepmother and stepsisters. They were very bossy, she had to do all the housework.

One day on invitation to the ball came to the family. The King invited for all the eligible ladies in the kingdom so as to find Prince a wife. Her stepsisters would not let her go. Cinderella was sad. The stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to get to the ball with the wave of magic wand, helped prepared Cinderella for the ball. The fairy does warn her that the magic will end at a stroke of midnight, so she must leave the ball before then.

At the ball all people surprised when Cinderella arrived. And then the Prince invited Cinderella to dance. He fell in love with her.

All of a sudden, the clock started to chime that it is a midnight. Cinderella hastily runs away, dropped a glass slipper as she does so. Cinderella escapes, with nothing from the night left, except from the other glass slipper, which had not changed back.

Prince Charming orders his love to be found by means of the odd shoe, and the Grand Duke is sent around the land getting every girl in the land to try on the glass slipper to see if it fits.

Eventually the Grand Duke reaches the residence of Cinderella, but she is nowhere to be seen. The stepsisters frantically try to get the glass slipper to fit so as to wed into royalty, but compatible nothing that. The Grand Duke is about to leave as Cinderella finally appears. He orders the messenger to bring forth the glass slipper, yet the stepmother in a last minute attempt to prevent her stepdaughter from better things, causes the messenger to trip, thus broken the fragile shoe into pieces. Yet the arrogant woman hadn't betted on Cinderella produced the other glass slipper, which fits onto Cinderella's foot perfectly.

Very soon, wedding bells ring, and Cinderella married her prince, and they live happily ever after.

TASK 5

Direction: Retell the story of 'Cinderella', using your own word. Make sure that you retell it clearly and use correct grammar, spelling and punctuation. Before retelling the story, make the draft of your story using the following flowchart. And some picture series below may help you if you get difficulties to express your ideas.



Flowchart

When? Who? What happened?

What happened next?

Tell more about it.

What happened next?

Tell more about

What happened finally?

TASK 6

King of The Jungle

One day a tiger saw a fox walking alone. Then, he intended to attack the fox. When Tiger jumped on Fox, Fox cried out, "How dare you attack the king of the jungle?"

Tiger looked at him in amazement. "Nonsense! You are not King!"

"Certainly I am," replied the Fox. "All the animals run from me in terror! If you want proof, come with me."

Fox went into the forest with tiger in heels. When they came to a herd of deer, the deer saw Tiger behind the Fox and ran in all direction.

They came to a group of monkey, the monkey saw the tiger behind fox and they fled. Fox looked to tiger and said, "Do you need more proof than that? See how the animals flee at the first sight of me?"

"I am surprised, but I've seen it with my own eyes. Forgive me attacking you, Great King." Tiger bowed low with great ceremony, he let the fox go.

Direction: Retell the story of 'King of The Jungle', using your own word. Make sure that you retell it clearly and use correct grammar, spelling and punctuation. Before retelling the story, make the draft of your story using the following

APPENDIX

ANSWER KEY

Third Meeting

TASK 1

(Unfamiliar vocabulary on the text)

TASK 2

1. Brave
2. Two
3. A group of bandits attacked them.
4. He was very terrified
5. He urged and supported the Prince not to give up.
6. he made agreement to kidnapped the prince.
7. Yes, he did. Prince and Peter Piper were riding away on one of the Bandit's horses.
8. I think, the Prince's best friend is Peter Piper, because he always support the Prince and don't betray him.

TASK 3

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. True

TASK 4

(Unfamiliar vocabulary on the text)

TASK 5

Once upon a time, there was a girl called Cinderella. She lived with her step mother and her step sister. Her mother was died when she was child and her father remarried with another woman. Unfortunately, her father died and Cinderella was alon. Her step mother and her step sister were very cruel, they treated her so badly.

One day on invitation to come in the Palace. The King invited for all ladies in the kingdom, because his Prince would find his lady to be his wife. In the Cinderella's house her step sister was very happy. However, her step sister would not let her go. Cinderella was so sad and.

Suddenly, her fairy Godmother came and helped her to get to the hall with the wave of magic wand. And the fairy does warn her that is magic will end at a stroke of midnight, so she must leaved the hall before then.

At the hall all people surprised when Cinderella arrived. And then the Prince invited Cinderella to dance. He fell in love with her.

Suddenly, the clock chimed that was a midnight. Cinderella hastily runs away, dropped a glass slipper in the stair.

Prince Charming asked the Grand Duke to found the owner of the odd shoe. He visited every girl in the land to try on the glass slipper to see if it fits. When he arrived in the Cinderella's house, her step sister tried to use the shoe but compatible nothing that. Finally Cinderella appeared to try the shoe which fits onto Cinderella's foot perfectly.

The Prince was very happy because he found Cinderella, soon Cinderella and the Prince charming married, and they live happily ever after.

TASK 6

One day a hungry tiger walked to haunt a meal. The tiger saw a fox alone, so he decided to attack its. However, the fox said that he was King in the Jungle. Certainly the tiger doesn't believe the fox. When they came to a herd of deer, the deer saw tiger behind the fox and ran away. Then they came to a group of monkey, the monkey saw a tiger behind the fox and they fled. The fox said that all of the animal in the jungle flee at the first saw him. And the fox offered a help to proof the tiger if he needs. The tiger believe that the fox is the king in the jungle, and he let the fox went

Lesson Plan 4

(Experimental Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: The Legend

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator

1. Students are able to get the meaning from unfamiliar words based on the context of the text.
2. Students are able to use language features narrative text.
3. Students are able to write a *narrative text*.

Teaching Method

- Inquiry – based learning

Teaching Material

1. Teaching material : a narrative text and other resources that relevant to the material.
2. Generic Structure of the narrative text:
 - Social function: to entertain or amuse the reader or listener
 - Text Organization:
 - ❖ **Orientation**: it sets scene and introduces the participants and characters.
 - ❖ **Complication**: it is a series of complications or crisis points which arise in the story.
 - ❖ **Resolution**: the crisis is resolved, for better or for worse.
 - Language Features:
 - ✓ Using simple past tense (drunk, killed, etc)
 - ✓ Using Adverb of time (Once upon a time, one day, etc)
 - ✓ Using time conjunction (when, then, suddenly, etc)
 - ✓ Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
 - ✓ Using Action verbs. A verb that shows an action. (killed, dug, walked, etc)
 - ✓ Direct speech. It is to make the story lively. (Snow White said," My name is Snow White). The direct speech uses present tense.

Teaching and Learning Activities

A. Pre – Teaching

- ✓ Teacher greets the students.
- ✓ Teacher asks the students' condition.
- ✓ Teacher checks students' attendance.
- ✓ Teacher asks question related to the material.

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- ✓ Teacher review the previous materials that have been learnt in the last meeting.
- ✓ Teacher asks some questions that are related to the materials (narrative text).
- ✓ Teacher addresses the topic that they are going to learn.

b. MOT (Modeling of Text)

- ✓ Teacher takes an example of the narrative text.
- ♥ **Activity 1** (*Appendix, Task 1*)
- ✓ Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the story.
- ✓ Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- ✓ Teacher asks students to write down their answer/meaning in the white board.
- ✓ Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board.
- ♥ **Activity 2** (*Appendix, Task 2*)
- ✓ Teacher gives some exercises to do by students in pair based on the text in Task 1.
- ✓ Teacher gives a chance for students to discuss the text and asks them to do the exercises.
- ✓ Teacher asks students whether they have finished or not yet.

a. JCOT (Join Construction of Text)

- ✓ Teacher gives students exercise to write a story of 'Rapunzel' based on the picture series.
- ♥ **Activity 3** (*Appendix, Task 3*)
- ✓ Teacher asks students to make in group consist 4 or 5 students.
- ✓ Teacher guides students to gather their ideas by observing the picture series of 'Rapunzel' in task 3.
- ✓ Teacher asks students to share their ideas they get from observation to the picture series.
- ✓ Teacher guides students to make outlines.
- ✓ Teacher guides to start writing their first drafts.
- ✓ Teacher asks students to reread and review their drafts.
- ✓ Teacher asks students to swap their draft to other groups and ask them to give some comment and suggestion.

- ✓ Teacher and students discuss the story based on the picture series.
- ✓ Teacher asks students to return the draft to their groups.
- ✓ Teacher asks students to edit the language use (grammar) of their drafts.
- ✓ Teacher asks students to write the final draft.
- ✓ Teacher asks students to submit their writing product in front of the class.

b. ICOT (Individual Construction of Text)

- ✓ Teacher asks students to retell the story of 'The Old Woman and The Sparrow' in group.

♥ Activity 4 (Appendix, Task 4)

- ✓ Teacher asks students to share their ideas they get from of the story.
- ✓ Teacher guides students to make outlines.
- ✓ Teacher guides to start writing their first drafts.
- ✓ Teacher asks students to reread and review their drafts.
- ✓ Teacher asks students whether they have finished or not yet.
- ✓ Teacher gives students chance to check once more their drafts based on the language use (grammar), content, mechanics, and text organize.
- ✓ Teacher asks the students to submit their work to the teacher.

C. Post – Teaching

- ✓ The teacher and students make reflection on the activities that have done during the class.
- ✓ The teacher gives summary from today's discussion.
- ✓ The teacher leads the closing prayer and says goodbye.

Sources

- Priyana, Joko. 2008. *SCAFFOLDING: English for junior High School Grade VIII*. Jakarta: Pusat Pembukuan Department Pendidikan Nasional
- Wardiman, Artono. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembukuan Department Pendidikan Nasional.
- Widiati, Utami. 2008. *Contextual Teaching and Learning BAHASA INGGRIS Sekolah Menengah Pertama*. Jakarta: Pusat Pembukuan Department Pendidikan Nasional.
- *Pictures of a story that related to materials.*

Scoring (*Appendix*)

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

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APPENDIX

MATERIAL OF EXPERIMENTAL CLASS

Fourth Meeting

TASK 1

Direction: Read the following text.

The Legend Of The Queen of South Ocean

Once upon a time there was a beautiful princess named Kadita. Because of her beauty she was called Dewi Srengenge. It means the goddess of sun. Her father was King Munding Wangi. Although he had a beautiful daughter, he was unhappy because he always expected to have a son.

The King decided to marry Dewi Mutiara. He had a son from her. Dewi Mutiara wanted her son to become a king in the future. She asked the King to send her daughter away. The King did not agree.

Dewi Mutiara called a black wizard to curse Kadita. She wanted Kadita's beautiful body full of ulcer. Then Kadita's body was full of ulcer. It smelled bad. The beautiful princess cried.

The King was very sad. No one could cure his daughter's illness. The King did not want her daughter to be rumour so he sent his daughter away.

The poor princess did not know where to go. However, she had a noble heart. She did not have any bad feeling about her step mother. She walked for almost seven days and seven nights. Then, she came to the South Ocean. The ocean was so clean and clear. She jumped into the water and swam.

Suddenly, there was a miracle. The ocean water cured her illness. She became more beautiful than before. She also had a power to command the whole South Ocean. She became a fairy called Nyi Roro Kidul or The Queen of South Ocean.

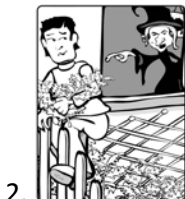
TASK 2

Direction: Answer the following question based on the story in Activity 1

1. Why was Kadita called Dewi Srengenge?
2. Who was Kadita's step mother?
3. What did the black magiscian do?
4. What did the King do to keep his daughter from being a rumour?
5. What happened to Kadita when she jumped into the ocean?

TASK 3

Direction: Write a story based on the picture series, use some words in the below pictures if you get difficulties. Each picture at least consists of 1-2 sentences. Number one is done for you.



couple/witch/live/ steal/husband/caught/ scare/agree/born/ grow/lock/hair
Lettuces/ Take/name tower/forest



Visit/call/let down/ handsome/find/sing/ visit/threw/eyes blind/a long time/
/ climb up / /saw/hair/climb/ find out/scratch hear/tears/touch

1. Once upon a time a couple lived in a house next door to a witch. The wife longed to eat the lettuces in the witch's beautiful garden.
2.
3.
4.
5.
6.
7.
8.

TASK 4

The Old Woman and The Sparrow

Once upon a time, there lived a kind hearted man and his wife. One morning, his wife found a poor little sparrow. She took it gently and fed it. To show its gratitude, the sparrow stayed with them and sang every morning. But there was an ill-tempered old woman who didn't like the sparrow. She cut the sparrow's tongue. That's why the bird flew away to its previous nest.

Knowing that their sparrow flew away, the kind man and his wife looked for the sparrow. They walked a long way, crossed the bridges, climbed the mountains and passed the woods.

At last, they could find the sparrow's nest. The sparrow welcomed them and provided a feast for them. Before they went home, the sparrow brought two baskets; one was large and looked heavy, and the other one was small and light. The sparrow asked them to choose only one. They chose the small and that was the best choice. There were many rolls of silk and piles of gold in it.

Being jealous, the ill-tempered old woman did the same thing as the kind man and his wife did. She chose the big basket which actually contained wasps and venomous crawlers, such as scorpions, centipedes, and other horrible creatures. Finally, she was stung and bit her to death.

Direction: Retell the story of 'The Old Woman and the Sparrow', using your own words. Make sure that you retell it clearly and use correct grammar, spelling and punctuation. Before retelling the story, make the draft of your story using the

Flowchart

When? Who? What happened?

What happened next?

Tell more about it.

What happened next?

Tell more about

What happened finally?

APPENDIX

ANSWER KEY

Fourth Meeting

TASK 1

(Unfamiliar vocabulary on the text)

TASK 2

1. Because she was beautiful.
2. Dewi Mutiara.
3. She cursed Kadita's beautiful body full of ulcer.
4. He sent his daughter away.
5. Her illness was cured and she became more beautiful than before. She also had a power to command the whole South Ocean.

TASK 3

1. Once' upon a time a couple lived in a house next door to a witch. The wife longed to eat the lettuces in the witch's beautiful garden.
2. The wife wanted the lettuce so much that her husband decided to steal them but he was caught by the witch. The he must give her child to the witch when she was born.
3. The man was so scared that he agreed to everything she ask. When the little girl was born, the witch took her away and named her Rapunzel.
4. When Rapunzel grew up the witch locked her away in a tower in the middle of a forest with one window right at the top. Whilst Rapunzel lived in the tower her golden hair grew longer and longer.
5. When the witch visited she would call "Rapunzel! Rapunzel! Let down your long hair." Rapunzel let down her hair and the witch climbed up.
6. One day a handsome prince rode through the wood and found the tower. He heard singing and saw Rapunzel at the Window. He watch the witch come to the tower and climb up Rapunzel's hair and decided to do the same.
7. The prince visited Rapunzel every day but when the witch found out she tricked the prince and threw him out of the tower. He fell on some thorns and scratched his eyes.

8. The prince was blind for a long time until one day he heard Rapunzel. When she saw it her prince, she cried with happiness. Her tears touched his eyes and he could see again! They lived happily ever after in his kingdom.

TASK 4

1. Long ago, there live a kind hearted man and his wife, one day his wife found a poor little sparrow. She took, and gave the sparrow fed.
2. The sparrow felt happy with them, so its decided to stay with the kind hearted couple. The sparrow always sang every morning because its like sunrise and the kind hearted couple very happy with her voices.
3. However, there was an ill-tempered old woman who hated the sparrow, and she felt annoyed when the sparrow sang every morning. Then she cut the sparrow's tongue. That's why the bird flew away to its nest.
4. The kind man and his wife looked sad when they knew that the bird flew away. They walked along way, they cross the bridges, climbed the mountains, and passed the woods. Finally they found the sparrow's nest.
5. The sparrow was very happy met them again. Then before the kind man and his wife when home, the sparrow g brought two baskets: one was large and looked heavy and the other was small and light. The sparrow asked them to choose only one. They choose small one. There were many rolls of silk and piles of gold in it.
6. Being jealous, the ill-tempered old woman did the same thing the kind man and his wife. She chose the big basket which contained of warps and venomous, crawler, such as scorpion. Finally they stung and bit her to death

Lesson Plan 1

(Control Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: A Friend in Need is a Friend Indeed

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written language accurately in the forms of narrative text to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator :

1. Students are able to identify a *narrative text*.
2. Students are able to get the meaning from unfamiliar words based on the context of the text.
3. Students are able to identify the generic structure of narrative text.
4. Students are able to write *narrative text*.

Teaching Method

- Text-based (Genre)

Teaching Materials

- A textbook

Teaching Sequence

A. Pre – Teaching

- Teacher greets the students.
- Teacher asks the students condition.
- Teacher checks the students' attendance.
- Teacher asks questions related to the material

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- The teacher asks some questions orally that are related to the materials which refer to an *narrative* text.
- Teacher addresses the topic that they are going to learn, i.e., *narrative* text.

b. MOT (Modeling of Text)

➤ Activity 1 (*Appendix, Task 1*)

- Teacher takes the text as the example of *the narrative* text and gives some explanation about purpose and general characteristics of a *narrative* text (*Appendix*).

➤ Activity 2

- Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the text. (*Task 1*)
- Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- While students are reading the text, teacher monitors the students' activity by walking around the class.

- Teacher asks a question to students whether they have finished or not yet.
- Teacher with students discuss the meaning of the unfamiliar words based on the context which they have found in the text.
- Teacher explains the characteristics of *narrative* text.

c. JCOT (Join Construction of Text)

➤ **Activity 3** (*Appendix, Task 2*)

- Teacher asks students to do an exercise in textbook in pairs.
- Teacher asks students to write down their group result by writing down on the white board.
- Teacher and students discuss the students' answer.

d. ICOT (Individual Construction of Text)

➤ **Activity 4** (*Appendix, Task 3*)

- Teacher asks the students to read the text of 'King of the Jungle', retell the story with their own words.

C. Post – Teaching

- The teacher and students make reflection on the activities that have done during the class.
- The teacher gives summary from today's discussion.
- The teacher leads the closing prayer.
- The teacher says goodbye to the students

Sources

- Wardiman, Artono. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembinaan Department Pendidikan Nasional.

Scoring (*Appendix*)

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

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APPENDIX

MATERIAL OF CONTROL CLASS

First Meeting

TASK 1

Direction: study the following text.

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will loose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be affair and lots of fun too. He asked the tortoise was slowly plodding over the sandhill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

TASK 2

1. Who were the two friends?
2. What did the hare ask the tortoise?
3. What happened next?
4. How was the end of the story?

TASK 3

Direction: Retell the story of 'King of The Jungle', using your own word and identify the characteristics of the text

APPENDIX

ANSWER KEY

First Meeting

TASK 1

Direction: study the following text.

Buggy Races

Once upon a time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day, the hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise was slow plodding over the sandhill towards the beach. Now the two friends can race against each other all day and something tells me that the tortoise might win this time.

Orientation

Complication

Resolution

TASK 2

1. The hare and the tortoise.
2. To race down to the beach.
3. The tortoise refused, because he said that he will lose anyway.
4. The hare found a way to race the tortoise that would be fair and lots of fun.

TASK 3

The story based on the students' words. (Retelling story)

Lesson Plan 2

(Control Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: A Friend in Need is a Friend Indeed

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator

1. Students are able to get the meaning from unfamiliar words based on the context of the text.
2. Students are able to understand the content of the *narrative text*.
3. Students are able to write a *narrative text*.

Teaching Method

- Text-based (Genre)

Teaching Materials

- A textbook

Teaching Sequence

A. Pre – Teaching

- Teacher greets the students.
- Teacher asks the students' condition.
- Teacher checks students' attendance.
- Teacher asks question related to the material.

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- Teacher review the previous materials that have been learnt in the last meeting. (social function and generic structure of narrative text).
- Teacher asks some questions that are related to the materials (narrative text).

b. MOT (Modeling of Text)

- Teacher takes an example of the narrative text.
- **Activity 1** (*Appendix, Task 1*)
 - Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the story. (task1)
 - Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
 - Teacher asks students to write down their answer/meaning in the white board.
 - Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board.
- **Activity 2** (*Appendix, Task 2*)
 - Teacher gives some exercises for students based on the text.

c. JCOT (Join Construction of Text)

- **Activity 3** (*Appendix, Task 3*)
 - Teacher gives another exercise for students based on the text.

d. ICOT (Individual Construction of Text)

➤ Activity 4 (*Appendix, Task 4*)

- Teacher asks the students to rewrite story “Mantu’ Little Elephant” with their own words.

C. Post – Teaching

- The teacher and students make reflection on the activities that have done during the class.
- The teacher gives summary from today’s discussion.
- The teacher leads the closing prayer.
- The teacher says goodbye to the students

Sources

- Wardiman, Artono. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembinaan Department Pendidikan Nasional.

Scoring (*Appendix*)

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

First Consultant,

Second Consultant,

G. Suharto, M.Pd

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APPENDIX

MATERIAL OF CONTROL CLASS

Second Meeting

TASK 1



Mantu's Little Elephant

Little Mantu lived in a village deep in the jungle where elephants helped the men with their work. These Elephants were so big and strong. They could lift up the heaviest logs with their trunks and toss them high in the air.

Now, Mantu had an elephant of his very own. His name was Opie. He was just a baby and Mantu loved him very much. Mantu whispered to Opie's ear that someday he would become the biggest, strongest and bravest elephant in the jungle. The other elephants heard this. They began to laugh and made rude noises with their trunks. "We're so big and tall, but you're so small. You're nothing at all," said one of the big elephants.

Mantu looked up at the huge elephant with a mischievous glint in his eye. "You're so tall and can see far away. We can see what is happening down here in the jungle. In fact, we would be the first to see any slithering snakes that may be a danger." After hearing the word snake, the elephants screeched and off they went thundering in fright.

"Did I say there were snakes?" giggled Mantu. "No, I don't think so," smiled Opie. Mantu then climbed upon his little friend's back and went home to the village to tell everyone about the foolish elephants.

TASK 2

Direction: Answer these questions based on the text above

1. What is the text about?
2. Who is the genre of the text?
3. What is purpose of the text?
4. How many parts of the text above?

TASK 3

Direction: Answer the following questions.

1. Where did little Mantu Live?
2. Who was his best friend?
3. What did Mantu whisper in Opie's ear?
4. What made the huge elephant run away?

TASK 4

Direction: rewrite the story of “ Mantu's Little Elephant” with your own words.
Share it with the class.

APPENDIX

ANSWER KEY

Second Meeting

TASK 1

(Unfamiliar vocabulary on the text)

TASK 2

1. The friendship between Mantu and Opie.
2. Narrative text.
3. To entertain or amuse the reader.
4. Three parts: orientation, complication, and resolution.

TASK 3

1. Village deep in the jungle
2. Opie
3. Someday Opie would become the biggest, strongest and bravest elephant in the jungle.
4. After hearing the word snakes.

TASK 4

The story based on the students' words. (Retelling story)

Lesson Plan 3

(Control Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: A Friend in Need is a Friend Indeed

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator

1. Students are able to get the meaning from unfamiliar words based on the context of the text.
2. Students are able to understand the content of the text.
3. Students are able to use language features of the *narrative* text.
4. Students are able to write a *narrative text*.

Teaching Method

- Text-based (Genre)

Teaching Materials

- A textbook

Teaching Sequence

A. Pre – Teaching

- Teacher greets the students.
- Teacher asks the students' condition.
- Teacher checks students' attendance.
- Teacher asks question related to the material.

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- Teacher review the previous materials that have been learnt in the last meeting.
- Teacher asks some questions that are related to the materials (narrative text).
- Teacher addresses the topic that they are going to learn, e., language features of narrative text.

b. MOT (Modeling of Text)

- Teacher takes an example of the narrative text.

➤ Activity 1 (*Appendix, Task 1*)

- Teacher asks students to read the text in pair and get meaning of the unfamiliar words based on the story.
- Teacher give a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- Teacher asks students to write down their answer/meaning in the white board.
- Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board.

➤ Activity 2 (*Appendix, Task 2*)

- Teacher gives some explanation about language features of narrative text (the use of simple past tense) orally.
- Teacher ask students to analyze the use of simple past tense on the text by discussing with their partner.

c. JCOT (Join Construction of Text)

➤ **Activity 3** (*Appendix, Task 3*)

- Teacher gives an exercise for students based on the text on Task 1.
- Teacher asks students to do the exercise in pair.

➤ **Activity 4** (*Appendix, Task 4*)

- Teacher gives another exercise based on the text on Tas 1.
- Teacher asks students to do the exercise in pair.

➤ **Activity 5** (*Appendix, Task 5*)

- Teacher gives an exercise to practice using the Simple Past Tense of verbs to show events that happened in the past.
- Teacher asks students to do the exercise in pair.
- After students have done these exercises, students and teacher discuss and correct the answer together.

d. ICOT (Individual Construction of Text)

➤ **Activity 6** (*Appendix, Task 6*)

- Teacher asks the students to retell story ‘ The Prince and His Best Friends’ (Taks 1) with their own word individually.
- After students have done the exercise, they submit their writing product to the teacher.

C. Post – Teaching

- The teacher and students make reflection on the activities that have done during the class.
- The teacher gives summary from today’s discussion.
- The teacher leads the closing prayer.
- The teacher says goodbye to the students.

Sources

- Wardiman, Artono. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembinaan Department Pendidikan Nasional.

Scoring (Appendix)

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

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APPENDIX

MATERIAL OF EXPERIMENTAL CLASS

Third Meeting

TASK 1

Direction: Read the following text.

The Prince and His Best Friends

Once upon a time, there lived a kind young pronce named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, the Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near and old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realized that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make deal, it make peter suspicious about Franklin's behavior. So he quietly made up a plant for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and saw over the widow that Peter Piper and the Prince were riding away on one Of the Bandit's horses.

It turns out, Peter Piper sneaked out of the house and waited in the yard, while the Price was hiding behind the house. The bandits were very angry at Franklin and took him with them while the Prince and Peter went safely going back to the Capital

TASK 2

Formula Simple Past Tense:

Subject + Verb-ed

Direction: Answer the following question based on the story in Activity 1

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan's friends?
3. What happened were the prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits? How?
8. After you read the story, what did you think of the Prince's friends?

TASK 3

Direction : Decided whether these statements are true (T) or false (F).

1. The young Prince was hated by his people.
2. The young Prince was kind to others.
3. The Prince had two best friends.
4. Both of the Prince's friends were rich people.
5. When the bandits attacked, they hurried back to the castle.
6. The Prince and his friends hid in an old house.
7. The Prince didn't want to surrender.
8. Franklin made an agreement with the bandits.
9. The bandits manage to enter the house by breaking the front door.
10. The Prince and Peter manage to escape but Franklin didn't

TASK 4

Direction: complete this paragraph with the past tense of the verbs in the box.

rob

happened

finish

walk

grab

push

scream

take

escape

Once upon a time, two bandits (1)..... an old lady. The robbery (2)..... near the old bridge over the river. The old lady (3).....shopping and (4).....toward the bridge. When she was near the bridge, two bandits (5).....toward her and (6)..... her purse. She (7).....and they (8).....it. Then, they (9)through the forest.

APPENDIX

ANSWER KEY

Third Meeting

TASK 1

(Unfamiliar vocabulary on the text)

TASK 2

1. Brave
2. Two
3. A group of bandits attacked them.
4. He was very terrified
5. He urged and supported the Prince not to give up.
6. he made agreement to kidnapped the prince.
7. Yes, he did. Prince and Peter Piper were riding away on one of the Bandit's horses.
8. I think, the Prince's best friend is Peter Piper, because he always support the Prince and don't betray him.

TASK 3

1. False
2. True
3. False
4. True
5. False
6. True
7. True
8. True
9. False
10. True

TASK 4

1. Robbed,
2. happened
3. finished
4. walked
5. pushed
6. grabbed
7. screamed
8. took
9. escaped

Lesson Plan 4

(Control Class)

School	: SMP N 1 Prambanan
Subject	: English
Class/Semester	: VIII/2
Time allocation	: 2x40 minutes
Skill	: Writing
Theme	: A Friend in Need is a Friend Indeed

Standard of Competence

12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence

- 12.2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life context.

Objective

- At the end of the lesson students are able to write a narrative text.

Indicator

1. Students are able to get the meaning from unfamiliar words based on the context of the text.
2. Students are able to understand the content of the text.
3. Students are able to use language features of the *narrative* text.
4. Students are able to write a *narrative text*.

Teaching Method

- Text-based (Genre)

Teaching Materials

- A textbook

Teaching Sequence

A. Pre – Teaching

- Teacher greets the students.
- Teacher asks the students' condition.
- Teacher checks students' attendance.
- Teacher asks question related to the material.

B. Main Teaching – Learning Activity

a. BKOF (Building Knowledge of Field)

- Teacher review the previous materials that have been learnt in the last meeting.
- Teacher asks some questions that are related to the materials (narrative text).
- Teacher addresses the topic that they are going to learn.

b. MOT (Modeling of Text)

- Teacher takes an example of the narrative text.

➤ Activity 1 (*Appendix, Task 1*)

- Teacher asks students to read the example.
- find unfamiliar word based on the text.
- Teacher gives a chance for students to open the dictionary and discuss the appropriate meaning based on the context with their partners.
- Teacher with students discuss the meaning of the unfamiliar words based on the context.

➤ Activity 2 (*Appendix, Task 1*)

- Teacher asks students to arrange the jumble paragraphs story into a good story
- Teacher and students discuss the appropriate paragraphs story into a good Story

c. JCOT (Join Construction of Text)

➤ **Activity 3** (*Appendix, Task 2*)

- Teacher ask students to work in pairs and study the following picture.
- Teacher asks students to write a narrative story that suitable for the picture.
- Teacher ask students whether they have finished or not yet.
- Teacher and students discuss the question together about the title and content the story.

d. ICOT (Individual Construction of Text)

➤ **Activity 4**

- Teacher asks students to write narrative based on their imagination.
- Teacher asks students do the exercise individually
- Teacher gives some clues to help them to start writing a story.
- Students start to write a narrative text.
- After students have done the exercise, they submit their writing product to the teacher.

C. Post – Teaching

- The teacher and students make reflection on the activities that have done during the class.
- The teacher gives summary from today's discussion.
- The teacher leads the closing prayer.
- The teacher says goodbye to the students

Sources

- Wardiman, Artono. 2008. *English in Focus: for Grade VIII Junior High School (SMP/MTs)*. Jakarta: Pusat Pembinaan Departemen Pendidikan Nasional.
- Pictures of a story that related to materials.

Score (Appendix)

- Max Score = 100
- Rubrics for Scoring the Writing Test Based on ESL Composition profile proposed by Jacobs et al. (1981) from Weigle (2002:116)

Yogyakarta, January 2013

Approved by,

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APPENDIX

MATERIAL OF CONTROL CLASS

Fourth Meeting

TASK 1

Direction: Arrange these paragraphs into a good story.

The Singer and the Dolphin

- a. Arion did not put up a struggle: instead he asked only that he be allowed to sing one last song. His wish was granted and the sailors were so enchanted by his voice that they were hardly aware of what happened next. At the first notes of his song, a dolphin swam alongside, attracted by the beautiful music. Immediately Arion jumped overboard onto the dolphin's back and was carried back across the sea.
- b. In memory of this event, a statue, of a young man on the back of a dolphin, was erected in the port of Corinth. This statue is still there today.
- c. Arion was one of the most famous singers in the ancient world. One on occasion he won an important festival in Sicily, and as his prize he received so many jewels and golden cups that he was obliged to hire a ship to carry them all home Corinth.
- d. When the ship finally reached port in Corinth, the wicked sailors began to tell everyone that there had been a storm, during which the famous singer had been lost at sea they were struck dumb with amazement, however, when Arion arrived with a company of soldiers to arrest them.
- e. Unfortunately, this huge treasure made the sailors very jealous, and in order to have it for themselves, they attacked the singer and were about to throw him overboard.

TASK 2

Direction: write a narrative story that suitable for the picture



TASK 3

Direction: write a narrative story of your own. Used the following clues to help you.

1. Decide where the story is begun.
2. Create some characters for good and bad side.
3. Create the story conflict.
4. Give the solution how the story is ended.

APPENDIX

ANSWER KEY

Fourth Meeting

TASK 1

c – e – a – d – b

TASK 2

The story of Tangkuban Perahu is written by students, it based on their own words.

TASK 3

The story is written by students, it based own their imagination and their own words.

APPENDIX B

(Course Grid)

COURSE GRID

Grade : VIII

Semester : 2

Skill : Writing

Standard of Competence :

- 12. Students express meaning of short functional written texts in the forms of narrative texts to interact with others in daily life context.

Basic Competence :

- 12. 2. Students express meaning in a short essay using written languages accurately in the forms of narrative texts to interact with other in daily life contexts.

Objective :

- At the end of the lesson students are able to write a narrative text.

Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time	Sources
Once Upon a Time	<ul style="list-style-type: none"> • Students are able to identify a narrative text • Students are able to get meaning from unfamiliar words based on the context of the text. • Students are able to identify the 	<ul style="list-style-type: none"> • Input text: Some narrative texts: <ol style="list-style-type: none"> a) Text 1: Snow White b) Text 2: Roro Anteng and Jaka Seger • Vocabulary list: <ol style="list-style-type: none"> a) Text 1: cottage, dwarf b) Text 2: worship, sacrifice, annual. • Generic structure: <ul style="list-style-type: none"> ❖ Orientation: it sets scene and introduces the participants and 	<ul style="list-style-type: none"> • Pre activity: greeting, checking students' condition and attendance • Main activity: • BKOF <p>Activity 1:</p> <ol style="list-style-type: none"> 1) Students pay attention to the picture which is displayed by teacher. 2) Students answer the teacher's question about the picture. 3) Students pay attention to teacher explanation of the clarification of the students' answers which are related to the picture <p>Activity 2:</p> <ol style="list-style-type: none"> 1) Students get the narrative text (text1). 2) Students to read the text.1 with title 	Rubrics for assessing the writing test are based on ESL composition and profile proposed by Jacobs et al. (1981) from Weigle (2002:116)	2x40 minutes	<ul style="list-style-type: none"> • <i>SCAFFOLDIG: English for junior High School Grade VIII.</i> • <i>English in Focus: for Grade VIII Junior High School (SMP/MTs).</i> • <i>Contextual Teaching and Learning BAHASA INGGRIS Sekolah Menengah Pertama.</i>

	<p>generic structure of narrative text.</p> <ul style="list-style-type: none"> Students are able to write narrative text. 	<p>characters.</p> <ul style="list-style-type: none"> ❖ Complication: it is a series of complications or crisis points which arise in the story. ❖ Resolution: the crisis is resolved, for better or for worse. 	<p>“Snow White”</p> <ol style="list-style-type: none"> Students discuss the parts of the text in pairs. Students write down unfamiliar words of the text. Students find the meaning of unfamiliar words of the text based on the context by discussing with their partners. Students and the teacher participate in a discussion. Students ask to the teacher if they have questions. <p>• MOT</p> <p>Activity 3:</p> <ol style="list-style-type: none"> Students get a narrative text (text2) and do some exercises to do by in group. Students make a group consists of 4 or 5 students. Students read the text and discuss to fill in the blank of the text together with the group. Students to investigate the text by identifying the part of narrative text. <p>Activity 4:</p> <ol style="list-style-type: none"> Students do exercise question based on the text in the task 2. Students ask the question if they have questions. Students swap their answer sheet to other groups and ask them to correct 			
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			<p>their answer.</p> <p>4) Students to revise their answer</p> <ul style="list-style-type: none"> • JCOT <p>Activity 5:</p> <ol style="list-style-type: none"> 1) Students make a short story based on the picture series of 'Snow White' in group. 2) Students make a group consist of 4 or 5 students. 3) Students get some pictures series of the story 'Snow White'. 4) Students to discuss, observe, and share their ideas based on the pictures series with their group. 5) Students make outline of the story. 6) Students start writing by reading clue in each picture. 7) Students to reread and review their drafts. 8) Students swap their drafts to other groups and ask them to give some comments and suggestion. 9) Students revise and edit their drafts on content, organization and language use (grammar). 10) Students write final drafts 11) Students submit their writing product. <ul style="list-style-type: none"> • ICOT <ol style="list-style-type: none"> 1) Students make story based on their imagination with the picture series below. 2) Students do exercise individually. 			
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			<p>(task 6)</p> <ol style="list-style-type: none"> Students gather ideas by observing the pictures and write some notes. Students to make outline. Students to start writing their first drafts. Students reread and review their drafts. Students edit the language use (grammar) of their first drafts. Students write the final drafts. Students to submit their writing product to the teacher. <p>• Post activity</p> <ol style="list-style-type: none"> The teacher and students make reflection from the material given today. The teacher gives a summary from today's discussion. The teacher leads the closing prayer. The teacher says goodbye. 			
Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time	Sources
Once Upon a Time	<ul style="list-style-type: none"> Students are able to get the meaning from unfamiliar words based on the context of the text. Students are 	<ul style="list-style-type: none"> Input text: Some narrative texts: <ol style="list-style-type: none"> Text 1: Mantu's Little Elephant. Text 2: The Monkey and the Crocodile Vocabulary list: <ol style="list-style-type: none"> Text 1: trunk, toss, glint, mischievous Text 2: river bank 	<ul style="list-style-type: none"> Pre activity: greeting, checking students' condition and attendance Main activity: BKOF <ol style="list-style-type: none"> Students answer teacher's question which are related to the materials orally. Students pay attention to the teacher's explanation: MOT 	Rubrics for assessing the writing test are based on ESL composition and profile proposed by Jacobs et al. (1981) from Weigle (2002:116)	2x40 minutes	<ul style="list-style-type: none"> SCAFFOLDIG: English for junior High School Grade VIII. English in Focus: for Grade VIII Junior High School (SMP/MTs). Contextual Teaching and

	<p>able to identify language features of the narrative text.</p> <ul style="list-style-type: none"> Students are able to use language features narrative text. Students are able to write a <i>narrative text</i>. 	<ul style="list-style-type: none"> Generic structure: <ul style="list-style-type: none"> ❖ Orientation: it sets scene and introduces the participants and characters. ❖ Complication: it is a series of complications or crisis points which arise in the story. ❖ Resolution: the crisis is resolved, for better or for worse 	<p>Activity 1:</p> <ol style="list-style-type: none"> Students get a narrative text. Students read the text in pair and get meaning of the unfamiliar words based on the story. (task1) Students open the dictionary and discuss the appropriate meaning based on the context with their partners. Students write down their answer/meaning in the white board. Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board. <p>Activity 2:</p> <ol style="list-style-type: none"> Students do an exercise (task 3) to practice using the Simple Past Tense of verbs to show events that happened in the past, in pair. Students change verb form to Past tense. Students check their work Teacher and students discuss the question and check their answer. <ul style="list-style-type: none"> JCOT <p>Activity 3:</p> <ol style="list-style-type: none"> Students make in group consist of 4 or 5 students. Students gather ideas from the story. (task 4) Students change the verb forms in the bracket into simple past tense. 			<p><i>Learning BAHASA INGGRIS Sekolah Menengah Pertama..</i></p>
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			<ol style="list-style-type: none"> 4) Students find unfamiliar words, and find the meaning of the words. 5) Students exchange their answer to their friends. 6) Teacher and students discuss and check the students answer. 7) Students edit and revise their work. 8) Students submit their work to the teacher. <p>Activity 4:</p> <ol style="list-style-type: none"> 1) Students make in group consist 4 or 5 students. 2) Students gather their ideas by observing the picture series of ‘Three Little Pig’ in task 5. 3) Students share their ideas they get from observation to the picture series. 4) Students make outlines. 5) Students start writing their first drafts. 6) Students reread and review their drafts. 7) Students swap their draft to other groups and ask them to give some comment and suggestion. 8) Teacher and students discuss the story based on the picture series. 9) Students return the draft to their groups. 10) Students edit the language use (grammar) of their drafts. 11) Students write the final draft. 12) Students submit their writing product 			
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			<p>to the teacher.</p> <ul style="list-style-type: none"> • ICOT Activity 5: <ol style="list-style-type: none"> 1) Students get another exercise of writing narrative. (Task 6) 2) Students write a story of 'Bawang Putih Bawang Merah'. 3) Teacher asks students to do this exercise by individually in Task 6. 4) Students gather their ideas by observing the picture series. 5) Students make outlines. 6) Students start writing their first drafts. 7) Students reread and review their drafts. 8) Students swap their draft to other friends and ask them to give some comments and suggestions. 9) Teacher and students discuss the story based on the picture series. 10) Students return the draft to their friends. 11) Students edit the language use (grammar) of their drafts. 12) Students write the final draft. 13) Students submit their writing product to the teacher. • <u>Post activity</u> <ol style="list-style-type: none"> 5) The teacher and students make reflection from the material given today. 6) The teacher gives a summary from 			
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			<p>today's discussion.</p> <p>7) The teacher leads the closing prayer.</p> <p>8) The teacher says goodbye.</p>			
Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time	Sources
Friendship	<ul style="list-style-type: none"> Students are able to get the meaning from unfamiliar words based on the context of the text. Students are able to use language features of narrative text. Students are able to write a <i>narrative text</i>. 	<ul style="list-style-type: none"> Input text: Some narrative texts: <ol style="list-style-type: none"> Text 1: The Prince and His Best Friends. Text 2: Cinderella Vocabulary list: <ol style="list-style-type: none"> Text 1: trapped, urged, suspicious, sneaked. Text 2: eligible, chime, hastily, slipper. Generic structure: <ul style="list-style-type: none"> ❖ Orientation: it sets scene and introduces the participants and characters. ❖ Complication: it is a series of complications or crisis points which arise in the story. Resolution: the crisis is resolved, for better or for worse 	<ul style="list-style-type: none"> Pre activity: greeting, checking students' condition and attendance Main activity: <ol style="list-style-type: none"> Students answer teacher's question which are related to the materials orally. Students pay attention to the teacher's explanation. MOT <p>Activity 1:</p> <ol style="list-style-type: none"> Students read the text (task 1) in pair and get meaning of the unfamiliar words based on the story. Students open the dictionary and discuss the appropriate meaning based on the context with their partners. Students write down their answer/meaning in the white board. Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board. <p>Activity 2:</p> <ol style="list-style-type: none"> Students do exercise in pair based on the text in Task 1. 	Rubrics for assessing the writing test are based on ESL composition and profile proposed by Jacobs et al. (1981) from Weigle (2002:116)	2x40 minutes	<ul style="list-style-type: none"> <i>SCAFFOLDIG: English for junior High School Grade VIII.</i> <i>English in Focus: for Grade VIII Junior High School (SMP/MTs).</i> <i>Contextual Teaching and Learning BAHASA INGGRIS Sekolah Menengah Pertama.</i>

			<p>2) Students discuss the text and asks them do the exercise.</p> <p>Activity 3:</p> <ol style="list-style-type: none"> 1) Students read once more the story of 'The Prince and His Best friend' in task 1 and do the exercise in task 3. 2) Students discuss the question with their partner. 3) Teacher asks students to swap their answer to other groups. 4) Teacher and students discuss the answer of the question. 5) Students submit their answer to the teacher. <p>• JCOT</p> <p>Activity 4:</p> <ol style="list-style-type: none"> 1) Students make in group consist of 4 or 5 students. 2) Students read the story. (task 4) 3) Students find unfamiliar words based on the text and write down on the white board. 4) Students open the dictionary and discuss the appropriate meaning based on the context with their partners. 5) Teacher with students discuss the meaning of the difficult words based on the context which they have written in the white board. 			
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			<p>Activity 5:</p> <ol style="list-style-type: none"> 1) Students retell the story of 'Cinderella' in group. (task 5) 2) Students gather ideas from the story 'Cinderella'. 3) Students gather ideas by observing the picture series of 'Cinderella'. 4) Students share their ideas they get from observation to the picture series. 5) Students make outlines. 6) Students start writing their first drafts. 7) Students reread and review their drafts. 8) Students swap their draft to other groups and ask them to give some comment and suggestion. 9) Teacher and students discuss their drafts based on the pictures and check the students answer in language use (grammar), content, mechanics, and text organize. 10) Students return the draft to their groups. 11) Students edit and revise their work. 12) Students submit their work to the teacher. <p>• ICOT</p> <p>Activity 6:</p> <ol style="list-style-type: none"> 1) Students gather ideas from the story 'King of The Jungle'. 2) Students make outlines. 3) Students start writing their first 			
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			<p>drafts.</p> <ol style="list-style-type: none"> Students reread and review their drafts. Students check once more their drafts based on the language use (grammar), content, mechanics, and text organize. Students submit their work to the teacher. <p>• Post activity</p> <ol style="list-style-type: none"> The teacher and students make reflection from the material given today. The teacher gives a summary from today's discussion. The teacher leads the closing prayer. The teacher says goodbye to the students 			
Topic	Indicators	Learning Materials	Learning Activities	Assessment	Time	Sources
The Legend	<ul style="list-style-type: none"> Students are able to get the meaning from unfamiliar words based on the context of the text. Students are able to use 	<ul style="list-style-type: none"> Input text: Some narrative texts: a)Text 1: The Legend of Queen of South Ocean. Vocabulary list: a)Text1: wizard, curse, ulcer, noble.. Generic structure: ❖ Orientation: it sets scene and introduces 	<ul style="list-style-type: none"> Pre activity: greeting, checking students' condition and attendance Main activity: BKOF <ol style="list-style-type: none"> Students answer teacher's question which are related to the materials orally. Students pay attention to the teacher's explanation. MOT <i>Activity 1:</i> 	Rubrics for assessing the writing test are based on ESL composition and profile proposed by Jacobs et al. (1981) from Weigle (2002:116)	2x40 minutes	<ul style="list-style-type: none"> <i>SCAFFOLDIG: English for junior High School Grade VIII.</i> <i>English in Focus:for Grade VIII Junior High School (SMP/MTs).</i> <i>Contextual Teaching and Learning BAHASA</i>

	<p>language features narrative text.</p> <ul style="list-style-type: none"> Students are able to write a <i>narrative text</i>. 	<p>the participants and characters.</p> <p>❖ Complication: it is a series of complications or crisis points which arise in the story.</p> <p>Resolution: the crisis is resolved, for better or for worse</p>	<ol style="list-style-type: none"> Students read the text (task 1) in pair and get meaning of the unfamiliar words based on the story. Students open the dictionary and discuss the appropriate meaning based on the context with their partners. Students write down their answer/meaning in the white board. Teacher with students discuss the meaning of the unfamiliar words based on the context which they have written in the white board. <p>Activity 2 :</p> <ol style="list-style-type: none"> Students do exercise in pair based on the text in Task 1. Students discuss the text and asks them do the exercise. <p>• JCOT</p> <p>Activity 3:</p> <ol style="list-style-type: none"> Students gather their ideas by observing the picture series of 'Rapunzel' in task 4, in group. Students share their ideas they get from observation to the picture series. Students make outlines. Students start writing their first drafts. Students reread and review their drafts. Students swap their draft to other groups and ask them to give some 			<p><i>INGGRIS Sekolah Menengah Pertama.</i></p>
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			<p>comment and suggestion.</p> <ol style="list-style-type: none"> 7) Teacher and students discuss the story based on the picture series. 8) Students return the draft to their groups. 9) Students edit the language use (grammar) of their drafts. 10) Students write the final draft. 11) Students submit their writing product in front of the class. <p>• ICOT</p> <p>Activity 4:</p> <ol style="list-style-type: none"> 1) Students retell the story of ‘The Old Woman and The Sparrow’ in group. 2) Students share their ideas they get from of the story n make outlines. 3) Students start writing their first drafts. 4) Students reread and review their drafts. 5) Students check once more their drafts based on the language use (grammar), content, mechanics, and text organize. 6) Students submit their work to the teacher <p>• <u>Post activity</u></p> <ol style="list-style-type: none"> 1) The teacher and students make reflection from the material given today. 2) The teacher gives a summary from today’s discussion. 3) The teacher leads the closing prayer. 			
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			4) The teacher says goodbye.			
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APPENDIX C

(Computation)

Summarize of the Research

No.	EXPERIMENT		CONTROL	
	PRETEST	POSTEST	PRETEST	POSTEST
1	62,5	82,5	52,5	75,0
2	55,0	90,0	52,5	70,0
3	57,5	82,5	60,0	60,0
4	67,5	87,5	55,0	65,0
5	75,0	92,5	65,0	65,0
6	50,0	90,0	42,5	50,0
7	57,5	75,0	57,5	70,0
8	67,5	85,0	60,0	70,0
9	60,0	85,0	62,5	65,0
10	55,0	80,0	65,0	60,0
11	35,0	72,5	52,5	70,0
12	70,0	87,5	72,5	70,0
13	62,5	80,0	60,0	80,0
14	47,5	75,0	65,0	85,0
15	40,0	80,0	57,5	70,0
16	55,0	87,5	47,5	70,0
17	47,5	67,5	42,5	60,0
18	57,5	80,0	65,0	65,0
19	65,0	92,5	62,5	60,0
20	50,0	77,5	60,0	65,0
21	50,0	72,5	40,0	55,0
22	60,0	92,5	62,5	70,0
23	67,5	90,0	62,5	65,0
24	60,0	92,5	52,5	60,0
25	60,0	90,0	57,5	70,0
26	60,0	80,0	65,0	75,0
27	50,0	70,0	62,5	65,0
28	55,0	70,0	62,0	60,0
29	70,0	77,5	60,0	65,0
30	62,5	87,5	65,0	65,0
31	57,5	75,0	52,5	55,0
32	62,5	80,0	60,0	65,0

DATA KATEGORISASI

No.	EXPERIMENT				CONTROL			
	PRETEST	KTG	POSTEST	KTG	PRETEST	KTG	POSTEST	KTG
1	62,5	Good	82,5	Very Good	52,5	Fair	75,0	Very Good
2	55,0	Fair	90,0	Excellent	52,5	Fair	70,0	Good
3	57,5	Fair	82,5	Very Good	60,0	Fair	60,0	Fair
4	67,5	Good	87,5	Excellent	55,0	Fair	65,0	Good
5	75,0	Very Good	92,5	Excellent	65,0	Good	65,0	Good
6	50,0	Fair	90,0	Excellent	42,5	Poor	50,0	Fair
7	57,5	Fair	75,0	Very Good	57,5	Fair	70,0	Good
8	67,5	Good	85,0	Very Good	60,0	Fair	70,0	Good
9	60,0	Fair	85,0	Very Good	62,5	Good	65,0	Good
10	55,0	Fair	80,0	Very Good	65,0	Good	60,0	Fair
11	35,0	Very Poor	72,5	Good	52,5	Fair	70,0	Good
12	70,0	Good	87,5	Excellent	72,5	Good	70,0	Good
13	62,5	Good	80,0	Very Good	60,0	Fair	80,0	Very Good
14	47,5	Poor	75,0	Very Good	65,0	Good	85,0	Very Good
15	40,0	Poor	80,0	Very Good	57,5	Fair	70,0	Good
16	55,0	Fair	87,5	Excellent	47,5	Poor	70,0	Good
17	47,5	Poor	67,5	Good	42,5	Poor	60,0	Fair
18	57,5	Fair	80,0	Very Good	65,0	Good	65,0	Good
19	65,0	Good	92,5	Excellent	62,5	Good	60,0	Fair
20	50,0	Fair	77,5	Very Good	60,0	Fair	65,0	Good
21	50,0	Fair	72,5	Good	40,0	Poor	55,0	Fair
22	60,0	Fair	92,5	Excellent	62,5	Good	70,0	Good
23	67,5	Good	90,0	Excellent	62,5	Good	65,0	Good
24	60,0	Fair	92,5	Excellent	52,5	Fair	60,0	Fair
25	60,0	Fair	90,0	Excellent	57,5	Fair	70,0	Good
26	60,0	Fair	80,0	Very Good	65,0	Good	75,0	Very Good
27	50,0	Fair	70,0	Good	62,5	Good	65,0	Good
28	55,0	Fair	70,0	Good	62,0	Fair	60,0	Fair
29	70,0	Good	77,5	Very Good	60,0	Fair	65,0	Good
30	62,5	Good	87,5	Excellent	65,0	Good	65,0	Good
31	57,5	Fair	75,0	Very Good	52,5	Fair	55,0	Fair
32	62,5	Good	80,0	Very Good	60,0	Fair	65,0	Good

Descriptives

Descriptives

			Statistic		Std. Error	
			GROUP		GROUP	
			CONTROL	EXPERIMENT	CONTROL	EXPERIMENT
PRETEST	Mean		58,1094	57,8906	1,31710	1,54367
	95% Confidence Interval for Mean	Lower Bound	55,4231	54,7423		
		Upper Bound	60,7956	61,0390		
	5% Trimmed Mean		58,4201	58,2118		
	Median		60,0000	58,7500		
	Variance		55,512	76,254		
	Std. Deviation		7,45063	8,73234		
	Minimum		40,00	35,00		
	Maximum		72,50	75,00		
	Range		32,50	40,00		
	Interquartile Range		10,00	11,25		
	Skewness		-,847	-,517	,414	,414
	Kurtosis		,531	,557	,809	,809
POSTEST	Mean		66,0938	82,1094	1,26472	1,31920
	95% Confidence Interval for Mean	Lower Bound	63,5143	79,4188		
		Upper Bound	68,6732	84,7999		
	5% Trimmed Mean		65,9375	82,2917		
	Median		65,0000	81,2500		
	Variance		51,184	55,689		
	Std. Deviation		7,15433	7,46252		
	Minimum		50,00	67,50		
	Maximum		85,00	92,50		
	Range		35,00	25,00		
	Interquartile Range		10,00	13,75		
	Skewness		,294	-,219	,414	,414
	Kurtosis		,953	-1,042	,809	,809

Crosstabs

PRETEST * GROUP Crosstabulation

			GROUP		Total
			CONTROL	EXPERIMENT	
PRETEST	Very Good	Count	0	1	1
		% of Total	,0%	1,6%	1,6%
	Good	Count	12	10	22
		% of Total	18,8%	15,6%	34,4%
	Fair	Count	16	17	33
		% of Total	25,0%	26,6%	51,6%
	Poor	Count	4	3	7
		% of Total	6,3%	4,7%	10,9%
	Very Poor	Count	0	1	1
		% of Total	,0%	1,6%	1,6%
Total	Count	32	32	64	
	% of Total	50,0%	50,0%	100,0%	

POSTEST * GROUP Crosstabulation

			GROUP		Total
			CONTROL	EXPERIMENT	
POSTEST	Excellent	Count	0	12	12
		% of Total	,0%	18,8%	18,8%
	Very Good	Count	4	15	19
		% of Total	6,3%	23,4%	29,7%
	Good	Count	19	5	24
		% of Total	29,7%	7,8%	37,5%
	Fair	Count	9	0	9
		% of Total	14,1%	,0%	14,1%
Total	Count	32	32	64	
	% of Total	50,0%	50,0%	100,0%	

Reliability Test

1. Experimental Class

a. Pretest

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Pre_Experiment	56,8750	9,97982	32
Rater2_Pre_Experiment	58,9063	8,49425	32

Correlations

		Rater1_Pre_ Experiment	Rater2_Pre_ Experiment
Rater1_Pre_Experiment	Pearson Correlation	1	,786**
	Sig. (2-tailed)		,000
	N	32	32
Rater2_Pre_Experiment	Pearson Correlation	,786**	1
	Sig. (2-tailed)	,000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

b. Posttest

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Post_Experiment	81,8750	6,56850	32
Rater2_Post_Experiment	82,3438	8,70524	32

Correlations

		Rater1_Post_ Experiment	Rater2_Post_ Experiment
Rater1_Post_Experiment	Pearson Correlation	1	,908**
	Sig. (2-tailed)		,000
	N	32	32
Rater2_Post_Experiment	Pearson Correlation	,908**	1
	Sig. (2-tailed)	,000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

2. Control Class

a. Pretest

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Pre_Control	58,0938	8,75236	32
Rater2_Pre_Control	58,1250	6,80962	32

Correlations

		Rater1_Pre_ Control	Rater2_Pre_ Control
Rater1_Pre_Control	Pearson Correlation	1	,831**
	Sig. (2-tailed)		,000
	N	32	32
Rater2_Pre_Control	Pearson Correlation	,831**	1
	Sig. (2-tailed)	,000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

b. Posttest

Descriptive Statistics

	Mean	Std. Deviation	N
Rater1_Post_Control	65,4688	7,96761	32
Rater2_Post_Control	66,0938	7,15433	32

Correlations

		Rater1_Post_ Control	Rater2_Post_ Control
Rater1_Post_Control	Pearson Correlation	1	,698**
	Sig. (2-tailed)		,000
	N	32	32
Rater2_Post_Control	Pearson Correlation	,698**	1
	Sig. (2-tailed)	,000	
	N	32	32

** . Correlation is significant at the 0.01 level (2-tailed).

Normality Test

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
PRETEST_EXPERIMENT	32	57,89063	8,732341	35,000	75,000

One-Sample Kolmogorov-Smirnov Test

	PRETEST_EXPERIMENT
N	32
Normal Parameters ^{a,b}	
Mean	57,89063
Std. Deviation	8,732341
Most Extreme Absolute Differences	,120
Positive	,080
Negative	-,120
Kolmogorov-Smirnov Z	,681
Asymp. Sig. (2-tailed)	,743

a. Test distribution is Normal.

b. Calculated from data.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
POSTEST_EXPERIMENT	32	82,1094	7,46252	67,50	92,50

One-Sample Kolmogorov-Smirnov Test

	POSTEST_EXPERIMENT
N	32
Normal Parameters ^{a,b}	
Mean	82,1094
Std. Deviation	7,46252
Most Extreme Absolute Differences	,140
Positive	,111
Negative	-,140
Kolmogorov-Smirnov Z	,792
Asymp. Sig. (2-tailed)	,558

a. Test distribution is Normal.

b. Calculated from data.

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
PRETEST_CONTROL	32	58,1094	7,45063	40,00	72,50

One-Sample Kolmogorov-Smirnov Test

	PRETEST_ CONTROL
N	32
Normal Parameters ^{a,b}	
Mean	58,1094
Std. Deviation	7,45063
Most Extreme	
Differences	
Absolute	,194
Positive	,146
Negative	-,194
Kolmogorov-Smirnov Z	1,097
Asymp. Sig. (2-tailed)	,180

a. Test distribution is Normal.

b. Calculated from data.

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
POSTEST_CONTROL	32	66,0938	7,15433	50,00	85,00

One-Sample Kolmogorov-Smirnov Test

	POSTEST_ CONTROL
N	32
Normal Parameters ^{a,b}	
Mean	66,0938
Std. Deviation	7,15433
Most Extreme	
Differences	
Absolute	,168
Positive	,168
Negative	-,158
Kolmogorov-Smirnov Z	,948
Asymp. Sig. (2-tailed)	,330

a. Test distribution is Normal.

b. Calculated from data.

Homogeneity Test

Oneway

Test of Homogeneity of Variances

PRETEST

Levene Statistic	df1	df2	Sig.
2,073	1	62	,155

Oneway

Test of Homogeneity of Variances

POSTEST

Levene Statistic	df1	df2	Sig.
,340	1	62	,562

Test of Homogeneity

Levene's Test of Equality of Error Variances

Dependent Variable: POSTEST

F	df1	df2	Sig.
1,324	22	41	,214

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept+GROUP+PRETEST

Analysis of Covariance

Between-Subjects Factors

		Value Label	N
GROUP	1,00	CONTROL	32
	2,00	EXPERIMENT	32

Descriptive Statistics

Dependent Variable: POSTEST

GROUP	PRETEST	Mean	Std. Deviation	N
CONTROL		66,0938	7,15433	32
EXPERIMENT		82,1094	7,46252	32
Total		74,1016	10,85042	64

Tests of Between-Subjects Effects

Dependent Variable: POSTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5223,956 ^a	16	326,497	6,997	,000
Intercept	185726,406	1	185726,406	3980,214	,000
GROUP	2550,582	1	2550,582	54,660	,000
PRETEST	1119,952	15	74,663	1,600	,110
Error	2193,134	47	46,662		
Total	358843,750	64			
Corrected Total	7417,090	63			

a. R Squared = ,704 (Adjusted R Squared = ,604)

Parameter Estimates

Dependent Variable: POSTEST

Parameter	B	Std. Error	t	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Intercept	92,500	6,831	13,541	,000	78,758	106,242
[GROUP=1,00]	-16,396	2,218	-7,393	,000	-20,858	-11,935
[GROUP=2,00]	0 ^a

a. This parameter is set to zero because it is redundant.

Means

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
POSTEST * GROUP	64	100,0%	0	,0%	64	100,0%
POSTEST * PRETEST	64	100,0%	0	,0%	64	100,0%

Test for Linearity

Report

POSTEST

PRETEST	Mean	N	Std. Deviation
35,00	72,5000	1	.
40,00	67,5000	2	17,67767
42,50	55,0000	2	7,07107
47,50	70,8333	3	3,81881
50,00	77,5000	4	8,89757
52,50	66,0000	5	8,21584
55,00	78,5000	5	10,83974
57,50	74,6429	7	5,08850
60,00	76,8182	11	12,25209
62,00	60,0000	1	.
62,50	72,7778	9	9,79831
65,00	72,5000	7	12,16210
67,50	87,5000	3	2,50000
70,00	82,5000	2	7,07107
72,50	70,0000	1	.
75,00	92,5000	1	.
Total	74,1016	64	10,85042

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
POSTEST * PRETEST	Between Groups	(Combined)	2673,374	15	178,225	1,803	,062
		Linearity	727,283	1	727,283	7,359	,009
		Deviation from Linearity	1946,091	14	139,007	1,407	,187
	Within Groups		4743,716	48	98,827		
	Total		7417,090	63			

Measures of Association

	R	R Squared	Eta	Eta Squared
POSTEST * PRETEST	,313	,098	,600	,360

Estimated Marginal Means

1. Grand Mean

Dependent Variable: POSTEST

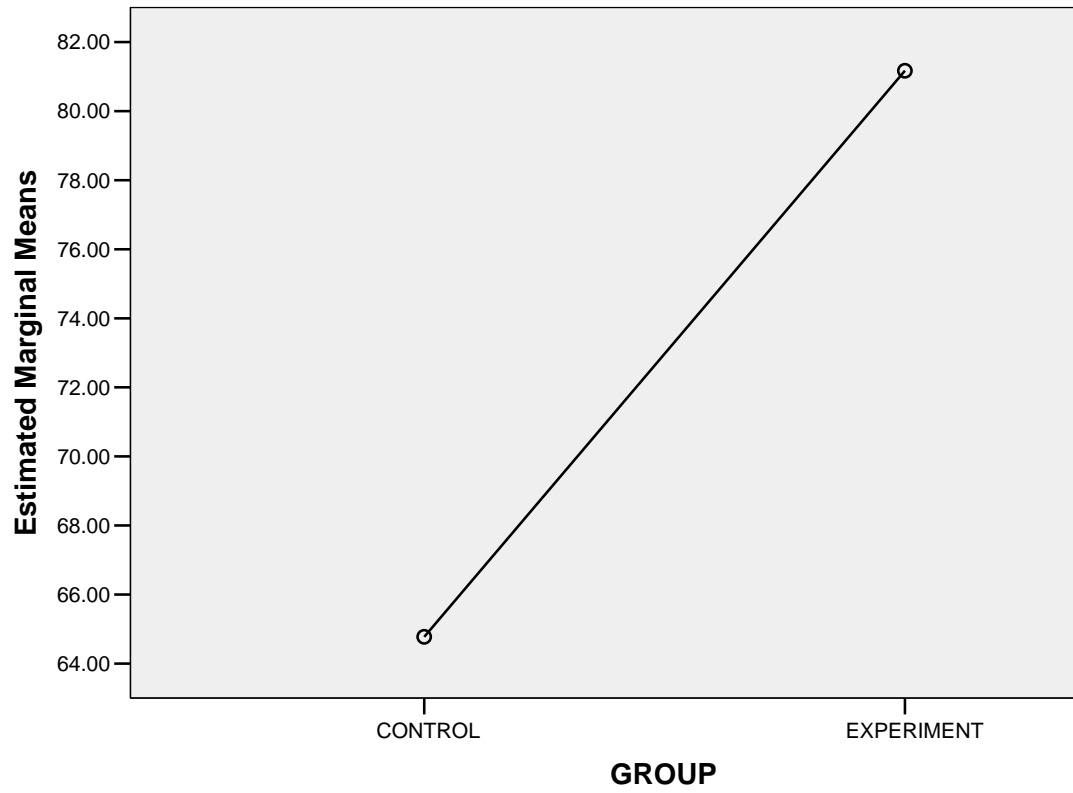
Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
72,973	1,157	70,646	75,300

2. GROUP

Dependent Variable: POSTEST

GROUP	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
CONTROL	64,775	1,657	61,441	68,108
EXPERIMENT	81,171	1,546	78,061	84,280

Profile Plots

Estimated Marginal Means of POSTEST

APPENDIX D

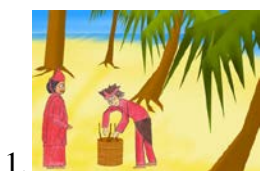
(Sample of Pre-test and Post-test)

PRE –TEST

Direction:

Write a narrative text of “ Malin Kundang” story based on your own words. Write at least 2 sentences in every picture or more, to start writing by considering the following clues to help you.

1. Decide where the story is begun.
2. Create some characters for good and bad side.
3. Create the story conflict.
4. Give the solution how the story is ended.
5. Use some words below the picture if you get difficulties.



live/village/poor/love



tell/go/work/let/tears



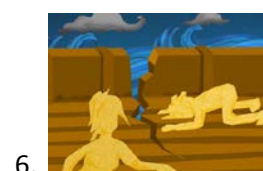
sailed/harbor/rich/
/heard/news/meet



Pretend/know/sad/go



left/harbor/storm/drown



change/stone/call/
Batu Simalin Kundang

POST – TEST

Direction:

Write a narrative text of “Lake Toba” story based on your own words. Write at least 2 sentences in every picture or more, to start writing by considering the following clues to help you.

6. Decide where the story is begun.
7. Create some characters for good and bad side.
8. Create the story conflict.
9. Give the solution how the story is ended.
10. Use some words below the picture if you get difficulties.



1.

Live/gardening/fishing



2.

catch/fish/trap/beautiful/turn



3.

love/propose/promise/

secret/disaster/marry



4.

bring/lunch/hungry/cry/promise/



5.

run up/hills/earthquake/rain/flood/become

APPENDIX E

(Students' Score)

1. Pre-test of Experimenta Class

a). First Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Aca Rahmawati	3	3	2	2	2	12	60
2.	Amelia Paramita Indah P	2	2	2	2	3	11	55
3.	Anisa Pratiwi	2	2	2	2	3	11	55
4.	Apriliana Destin Kurniati	3	3	3	2	3	14	70
5.	Aria Teguh Muhammad	3	4	3	2	3	15	75
3.	Bagas Pambudi	2	2	2	2	3	11	55
7.	Danu Tri Prasetyo	2	3	3	2	2	12	60
8.	Delvani Extana Putri	3	3	3	2	3	14	70
9.	Devi Sulistyo Mardhani	3	3	3	2	3	14	70
10.	Dian Nur Umi Ratna N	3	3	2	2	2	12	60
11.	Ervan Efendi	1	1	1	1	2	6	30
12.	Gita Firda Maulia	3	4	3	2	3	15	75
13.	Isna Dwiyantri	2	3	3	2	2	12	60
14.	Isnaini Wahyu Nafi	2	3	2	2	3	12	60
15.	Jodang Jaya Adi L	2	2	2	2	3	11	55
16.	Khairudin Nur Hidayat	2	3	2	2	2	11	55
17.	Lenggah Bayu Pangestu	2	2	2	2	1	9	45
18.	Lili Nuryanti	3	3	2	2	3	13	65
19.	Lisa Wardani	3	3	2	2	3	13	65
20.	Mozar Muda Gelombang	3	3	2	2	2	12	60
21.	Muhammad Ma'aruf	2	1	2	2	2	9	45
22.	Noro Agung Purbantoro	2	3	3	2	2	12	60
23.	Oca Lorensa	3	3	3	2	3	14	70
24.	Randy Supraba	2	2	3	2	2	11	55
25.	Ratih Nurmawati	2	3	3	2	2	12	60
26.	Riski Anton Prasetyo	2	3	3	2	2	12	60
27.	Rizka Kurniawati	2	2	2	2	2	10	50
28.	Rustianawati	2	3	2	2	2	11	55
29.	Syahrizal Rama A U	3	3	3	2	3	14	70
30.	Tri Mega Nur Utami	3	3	3	2	3	14	70
31.	Wanda Nurdiansah	3	3	2	2	2	12	60
32.	Yosi Rusmawati	3	3	2	2	3	13	65

1. Pre-test of Experimenta Class

b). Second Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Aca Rahmawati	3	3	2	3	2	13	65
2.	Amelia Paramita Indah P	2	2	2	3	2	11	55
3.	Anisa Pratiwi	3	2	2	3	2	12	60
4.	Apriliana Destin Kurniati	2	3	3	3	2	13	65
5.	Aria Teguh Muhammad	3	3	3	3	3	15	75
6.	Bagas Pambudi	2	2	2	2	2	10	50
7.	Danu Tri Prasetyo	3	3	2	2	2	12	60
8.	Delvani Extana Putri	3	3	2	3	3	14	70
9.	Devi Sulistyo Mardhani	3	3	3	3	2	14	70
10.	Dian Nur Umi Ratna N	2	2	2	2	2	10	50
11.	Ervan Efendi	2	2	2	1	1	8	40
12.	Gita Firda Maulia	2	3	3	3	3	14	70
13.	Isna Dwiyantri	3	3	3	2	2	13	65
14.	Isnaini Wahyu Nafi	3	2	2	3	2	12	60
15.	Jodang Jaya Adi L	2	2	2	2	2	10	50
16.	Khairudin Nur Hidayat	3	3	2	2	2	12	60
17.	Lenggah Bayu Pangestu	2	2	2	2	2	10	50
18.	Lili Nuryanti	3	3	2	2	3	13	65
19.	Lisa Wardani	3	3	2	2	3	13	65
20.	Mozar Muda Gelombang	3	3	3	2	2	12	60
21.	Muhammad Ma'aruf	3	2	2	2	2	11	55
22.	Noro Agung Purbantoro	3	2	3	2	2	12	60
23.	Oca Lorensa	3	3	3	3	2	14	70
24.	Randy Supraba	2	2	3	2	2	11	55
25.	Ratih Nurmawati	2	2	3	3	2	12	60
26.	Riski Anton Prasetyo	2	2	3	2	2	12	60
27.	Rizka Kurniawati	2	2	2	2	2	10	50
28.	Rustianawati	2	2	3	2	2	11	55
29.	Syahrizal Rama A U	3	3	2	3	3	14	70
30.	Tri Mega Nur Utami	3	3	3	3	3	15	75
31.	Wanda Nurdiansah	3	3	3	2	3	13	65
32.	Yosi Rusmawati	2	2	3	3	2	60	60

2. Pre-test of Control Class

a). First Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Adhita Anggit Sasmito	2	2	2	2	2	10	50
2.	Adimas Cahya Bagaskara	2	3	2	2	2	11	55
3.	Alfira Yulistiantari N	3	3	2	2	2	13	60
4.	Andi Setiyawan	3	2	2	2	2	11	55
5.	Ayu Widyawati	3	2	3	2	3	13	65
6.	Bagas Tri Prabowo	2	2	2	2	1	9	45
7.	Cindy Wiyan Rahmawati	2	2	2	2	3	11	55
8.	Eka Meliya Anggraeni	3	2	3	2	2	12	60
9.	Elsha Nurmalasari	3	2	3	2	2	12	60
10.	Eryska Widiyani	4	3	3	2	2	14	70
11.	Fandy Arif M	2	2	2	2	2	10	50
12.	Firda Rifadlah	4	3	3	2	3	15	75
13.	Fredy Adi Pratama	2	2	3	3	2	12	60
14.	Hesti Nur Ahyani	3	3	3	2	2	13	65
15.	Hesti Rahayu	3	2	2	2	2	11	55
16.	Ilham Dwi Prihanto	2	2	2	1	2	9	45
17.	Irfana Naufa' Alwana	2	2	1	1	2	8	40
18.	Khoiria Putri J	3	3	3	2	2	13	65
19.	Mawar Pugi Panca J	3	2	3	2	3	13	65
20.	Mega Ayu Lestari	2	2	2	1	1	7	35
21.	Muhammad Wahyu E	2	3	2	2	2	13	65
22.	Muttaqin Amar Ma'ruf	2	2	3	2	3	12	60
23.	Nofitasari	2	2	2	2	2	10	50
24.	Nusang Biko Kastowo	2	2	3	2	2	11	55
25.	Okta Mahendra	3	3	2	2	3	13	65
26.	Pamela Dewandaru	3	3	2	2	3	13	65
27.	Peby Ariyanto	3	2	3	3	2	13	65
28.	Roni Fitrianta	2	2	2	2	2	10	50
29.	Sigit Wahyu Setiawan	3	3	3	2	2	13	65
30.	Titis Setia Amanati	2	2	3	2	2	11	55
31.	Tri Susanti	3	3	2	2	2	12	60
32.	Wahyu Santoso	3	3	2	2	3	13	65

2. Pre-test of Control Class

b). Second Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Adhita Anggit Sasmito	2	2	3	2	2	11	55
2.	Adimas Cahya Bagaskara	2	2	2	2	2	10	50
3.	Alfira Yulistiantari N	3	2	3	2	2	12	60
4.	Andi Setiyawan	3	2	2	2	2	11	55
5.	Ayu Widyawati	3	2	3	2	3	13	65
6.	Bagas Tri Prabowo	2	1	2	2	1	8	40
7.	Cindy Wiyan Rahmawati	3	3	2	2	2	12	60
8.	Eka Meliya Anggraeni	3	3	2	2	2	12	60
9.	Elsha Nurmalasari	3	3	3	2	2	13	65
10.	Eryska Widiyani	3	2	3	2	2	12	60
11.	Fandy Arif M	3	2	2	2	2	11	55
12.	Firda Rifadlah	3	3	3	2	3	14	70
13.	Fredy Adi Pratama	3	2	2	3	2	12	60
14.	Hesti Nur Ahyani	3	2	3	2	3	13	65
15.	Hesti Rahayu	3	3	2	2	2	12	60
16.	Ilham Dwi Prihanto	2	2	2	2	2	10	50
17.	Irfana Naufa' Alwana	2	2	1	2	2	9	45
18.	Khoiria Putri J	3	3	3	2	2	13	65
19.	Mawar Pugi Panca J	3	2	2	2	3	12	60
20.	Mega Ayu Lestari	2	2	3	2	2	11	55
21.	Muhammad Wahyu E	2	2	2	1	2	9	45
22.	Muttaqin Amar Ma'ruf	2	3	3	2	2	12	60
23.	Nofitasari	3	2	3	2	3	13	65
24.	Nusang Biko Kastowo	3	2	2	2	2	11	55
25.	Okta Mahendra	2	3	3	2	2	12	60
26.	Pamela Dewandaru	3	3	2	2	3	13	65
27.	Peby Ariyanto	2	2	3	3	2	12	60
28.	Roni Fitrianta	3	2	3	2	2	12	60
29.	Sigit Wahyu Setiawan	3	3	2	2	2	12	60
30.	Titis Setia Amanati	3	2	3	2	3	13	65
31.	Tri Susanti	2	2	2	2	2	10	50
32.	Wahyu Santoso	3	2	3	2	2	12	60

1. Post-test of Experimental Class

a). First Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Aca Rahmawati	4	4	3	3	4	17	85
2.	Amelia Paramita Indah P	4	4	3	3	4	18	90
3.	Anisa Pratiwi	3	3	3	3	4	16	80
4.	Apriliana Destin Kurniati	4	4	3	3	3	17	85
5.	Aria Teguh Muhammad	4	4	3	3	4	18	90
6.	Bagas Pambudi	4	4	4	3	3	18	90
7.	Danu Tri Prasetyo	4	2	3	3	3	15	75
8.	Delvani Extana Putri	3	3	4	3	4	17	85
9.	Devi Sulistyo Mardhani	4	3	3	3	4	17	85
10.	Dian Nur Umi Ratna N	3	4	3	3	3	16	80
11.	Ervan Efendi	3	3	2	3	4	15	75
12.	Gita Firda Maulia	3	4	3	3	4	17	85
13.	Isna Dwiyantri	4	4	3	2	3	16	80
14.	Isnaini Wahyu Nafi	3	3	3	3	3	15	75
15.	Jodang Jaya Adi L	4	3	3	3	3	16	80
16.	Khairudin Nur Hidayat	4	3	3	3	4	17	85
17.	Lenggah Bayu Pangestu	3	2	3	2	3	13	65
18.	Lili Nuryanti	3	3	3	3	4	16	80
19.	Lisa Wardani	4	4	3	3	4	18	90
20.	Mozar Muda Gelombang	3	4	3	3	3	16	80
21.	Muhammad Ma'aruf	3	3	3	3	3	15	75
22.	Noro Agung Purbantoro	4	4	3	3	4	18	90
23.	Oca Lorensa	4	4	3	3	4	18	90
24.	Randy Supraba	4	3	4	3	4	18	90
25.	Ratih Nurmawati	4	4	3	3	4	18	90
26.	Riski Anton Prasetyo	3	3	4	3	3	16	80
27.	Rizka Kurniawati	3	2	3	3	3	14	70
28.	Rustianawati	3	3	3	3	3	15	75
29.	Syahrizal Rama A U	3	3	4	3	3	16	80
30.	Tri Mega Nur Utami	4	3	3	3	4	17	85
31.	Wanda Nurdiansah	3	3	3	3	3	15	75
32.	Yosi Rusmawati	3	3	3	3	4	16	80

1. Post-test of Experimenta Class

b). Second Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Aca Rahmawati	3	3	3	3	4	16	80
2.	Amelia Paramita Indah P	4	4	4	3	3	18	90
3.	Anisa Pratiwi	4	3	3	4	4	17	85
4.	Apriliana Destin Kurniati	3	4	4	4	3	18	90
5.	Aria Teguh Muhammad	4	4	4	3	4	19	95
6.	Bagas Pambudi	4	3	4	3	4	18	90
7.	Danu Tri Prasetyo	4	3	3	2	3	15	75
8.	Delvani Extana Putri	4	4	3	4	3	17	85
9.	Devi Sulistyo Mardhani	4	3	4	4	3	17	85
10.	Dian Nur Umi Ratna N	3	3	4	3	3	16	80
11.	Ervan Efendi	4	2	3	3	2	14	70
12.	Gita Firda Maulia	3	3	4	4	4	18	90
13.	Isna Dwiyantri	4	3	3	3	3	16	80
14.	Isnaini Wahyu Nafi	3	3	3	3	3	15	75
15.	Jodang Jaya Adi L	4	3	3	3	3	16	80
16.	Khairudin Nur Hidayat	4	3	4	3	4	18	90
17.	Lenggah Bayu Pangestu	3	3	3	2	3	14	70
18.	Lili Nuryanti	3	3	3	3	4	16	80
19.	Lisa Wardani	4	4	4	3	4	19	95
20.	Mozar Muda Gelombang	4	3	3	2	3	15	75
21.	Muhammad Ma'aruf	3	2	3	3	3	14	70
22.	Noro Agung Purbantoro	4	4	4	3	4	19	95
23.	Oca Lorensa	4	4	3	4	3	18	90
24.	Randy Supraba	4	4	3	4	4	19	95
25.	Ratih Nurmawati	4	4	4	3	3	18	90
26.	Riski Anton Prasetyo	4	3	3	3	3	16	80
27.	Rizka Kurniawati	3	3	3	3	2	14	70
28.	Rustianawati	3	2	3	2	3	13	65
29.	Syahrizal Rama A U	3	3	3	3	3	15	75
30.	Tri Mega Nur Utami	3	3	4	4	4	18	90
31.	Wanda Nurdiansah	3	3	3	3	3	15	75
32.	Yosi Rusmawati	3	3	4	3	3	16	80

2. Pre-test of Control Class

a). First Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Adhita Anggit Sasmito	3	3	3	2	3	14	70
2.	Adimas Cahya Bagaskara	2	3	3	3	2	13	65
3.	Alfira Yulistiantari N	2	3	3	2	2	12	60
4.	Andi Setiyawan	3	3	2	3	3	14	70
5.	Ayu Widyawati	2	2	2	2	3	11	55
6.	Bagas Tri Prabowo	2	2	2	2	2	10	50
7.	Cindy Wiyan Rahmawati	3	3	2	2	3	13	65
8.	Eka Meliya Anggraeni	2	2	2	2	3	11	55
9.	Elsha Nurmalasari	3	2	2	2	3	12	60
10.	Eryska Widiyani	3	3	3	2	3	14	70
11.	Fandy Arif M	3	3	3	3	3	15	75
12.	Firda Rifadlah	3	3	4	3	3	16	80
13.	Fredy Adi Pratama	4	3	3	3	4	17	85
14.	Hesti Nur Ahyani	4	3	3	3	3	16	80
15.	Hesti Rahayu	2	3	3	3	3	14	70
16.	Ilham Dwi Prihanto	3	3	2	2	3	13	65
17.	Irfana Naufa' Alwana	3	3	2	2	3	13	65
18.	Khoiria Putri J	3	2	3	3	3	14	70
19.	Mawar Pugi Panca J	3	3	3	2	3	14	70
20.	Mega Ayu Lestari	3	2	2	3	3	13	65
21.	Muhammad Wahyu E	2	2	2	2	2	10	50
22.	Muttaqin Amar Ma'ruf	3	3	2	2	3	13	65
23.	Nofitasari	3	3	3	2	2	13	65
24.	Nusang Biko Kastowo	2	3	2	3	3	13	65
25.	Okta Mahendra	3	3	2	2	3	13	65
26.	Pamela Dewandaru	3	3	3	2	3	14	70
27.	Peby Ariyanto	3	2	3	2	3	13	65
28.	Roni Fitrianta	2	3	2	3	3	13	65
29.	Sigit Wahyu Setiawan	2	2	2	3	4	13	65
30.	Titis Setia Amanati	3	2	2	3	3	13	65
31.	Tri Susanti	2	3	2	2	2	11	55
32.	Wahyu Santoso	3	3	2	2		12	60

2. Post-test of Control Class

b). Second Rater

No	Name	C	O	V	L	M	Total Score	Final Score
1.	Adhita Anggit Sasmito	3	3	3	3	3	15	75
2.	Adimas Cahya Bagaskara	3	3	2	3	3	14	70
3.	Alfira Yulistiantari N	3	2	2	3	2	12	60
4.	Andi Setiyawan	2	2	3	3	3	13	65
5.	Ayu Widyawati	2	3	3	2	3	13	65
6.	Bagas Tri Prabowo	2	2	2	2	2	10	50
7.	Cindy Wiyan Rahmawati	3	2	3	3	3	14	70
8.	Eka Meliya Anggraeni	3	3	2	3	3	14	70
9.	Elsha Nurmalasari	3	2	2	3	3	13	65
10.	Eryska Widiyani	3	2	2	2	3	12	60
11.	Fandy Arif M	3	3	3	3	2	14	70
12.	Firda Rifadlah	3	3	2	3	3	14	70
13.	Fredy Adi Pratama	3	3	3	4	3	16	80
14.	Hesti Nur Ahyani	3	4	3	4	3	17	85
15.	Hesti Rahayu	3	3	2	3	3	14	70
16.	Ilham Dwi Prihanto	3	3	4	3	3	14	70
17.	Irfana Naufa' Alwana	2	2	2	3	3	12	60
18.	Khoiria Putri J	3	3	3	2	2	13	65
19.	Mawar Pugi Panca J	2	2	2	3	3	12	60
20.	Mega Ayu Lestari	3	2	2	3	3	13	65
21.	Muhammad Wahyu E	3	2	3	2	1	11	55
22.	Muttaqin Amar Ma'ruf	3	3	2	3	3	14	70
23.	Nofitasari	3	2	2	3	3	13	65
24.	Nusang Biko Kastowo	2	2	2	3	3	12	60
25.	Okta Mahendra	3	3	3	3	2	14	70
26.	Pamela Dewandaru	3	3	3	3	2	15	75
27.	Peby Ariyanto	3	2	2	3	3	13	65
28.	Roni Fitrianta	2	2	4	2	2	12	60
29.	Sigit Wahyu Setiawan	2	2	4	2	3	13	65
30.	Titis Setia Amanati	3	2	2	3	3	13	65
31.	Tri Susanti	3	1	3	2	2	11	55
32.	Wahyu Santoso	3	2	3	2	3	13	65

APPENDIX F

(Sample of Students' Work)

Nama : Yosi Rusmawati
No : 33
Kelas : VIII D

201

"Lake Toba"

Once upon a time, there lived a young Toba. He lived in the Sumatra. He worked as gardening and fishing.

One day he went to fishing, suddenly there was a fish and he ~~the~~ catch that fish, but the fish very nimble. He ~~made~~ trapped, and that fish get caught.

Suddenly the fish change as beautiful girl. And, and they another love. And he ~~is~~ Proposed beautiful girl. She opened secret, but he have to promised not would narrate the ~~is~~ fact to his son. If you narrate would there big disaster. And he Promise, and they married, and to own his son.

One day his father very hungry, and ordered his son for buying rice. His son brought rice for lunch his father, but his father had waiting a long time. Point in time his son return home, he directly reprimand and narrate that you is child fish. His son ^{cried} crying and ^{ran} run up to hills. Enough that moment rain the very luxurianted made big flood, and became lake Toba.

C 3	C 3
O 3	O 3
V 3	V 4
L 3	L 3
M 4	M 3

Nama : Rustianawati

Kelas : VIII D

NO : 29

202

"Lake Toba"

Once upon a time, there lived a young man when garden. One day, he while fished in the river. He caught fish by trap ~~to~~ that beautiful. He fished with beautiful and not turned. Fish that turned became beautiful girl.

One day, he ^{saw} see beautiful girl and he love beautiful girl. He proposed beautiful girl that. He promised ^{would} marry with beautiful girl.

When, he spoke son fish, then for come disaster.

Seven years later son Toba's already big. One day, Samosir went bring lunch for Toba, but Samosir not to come even. Toba had waiting long time, he ^{was} hungry.

Samosir past to come. Toba, ^{was} ^{he} angry Samosir and Samosir cried.

End, Toba broke promise. Samosir, he rush order ^{ran} up hills because for come earthquake, rain became flood.

C 3

O 3

V 3

L 3

M 3

C 3

O 3

V 3

L 3

M 3

"Lake Toba"

Once upon a time, there lived a young boy named Toba. He worked as gardener. After worked in the garden, he ^{went} going in the river to fish. Toba ^{made} traps to fishing. A long time, he got fish. Suddenly the fish become turned a girl very beautiful. After than, they loved each other. Toba passed to apply for the girl. They married and lived very happy. Toba promised to wife would not demolish this secreted. If Toba broke a promise, he would get disaster. A long time ago, they had a son. They son named "Samosir".

One day, Samosir was ordered by his mother to send a lunch for his father. But, Samosir not sent a lunch for his father. But he ate the lunch. After than, his father was very angry with Samosir. And Samosir tried. Suddenly, happened earthquake. Samosir ordered his mother to run up in the hills. After than, was raining and happened flood. So that, the village became flooded and name "Lake Toba".

C 4
O 4
V 3
L 3
M 4

C 4
O 4
V 3
L 4
M 3

Kelas : VIII D Once upon a time there lived youngman, named Toba . He lived alone 2084 the gardening.

One day, he was fishing in a river and caught fish from his trapped. Suddenly a fish turned became a beautiful woman. He was loved to a beautiful woman and proposed her. Toba were promised and keep the secreted a lineage her. If he broke, so would happen disastered. At once they got merried. After that they had a son, named Samosir.

When Samosir bought a lunch for his father, but he ^{ate} ~~eated~~ the lunch. His father were very angry, because the lunch already eaten Samosir. He was crying and his father asked "You're a fish son".

So Samosir were runing up to a hills. Suddenly happen a earthquake and rain. Eventually happen flood and made a village became a Lake. Lake was named Lake Toba and the middle there was an Island named Samosir.

C 4

O 4

V 3

L 3

M 4

C 4

O 4

V 4

L 3

M 4

"Lake Toba"

Once Upon a time, there lived a young man Named Toba. He was like fishing and He had job as far mer.

One day, Toba were fishing and caught the fish by trapped. Then, He got the fish was curious, because the fish ~~did~~^{was} spoke. Toba surprised with the fish. Then the fish said: "Don't ate me." Toba said: "yes. I don't ate you." The fish said: "Thank you, because you belived me." Toba said: "what is your name." The fish: "I don't have name." Toba said: "I do give you name." The fish said: "yes." Toba said: "Now, you name Nina". Then, Nina turned become a beautiful girl. Toba was very surprised. Toba, were loved by Nina and Nina were loved by Toba. So, They decided for merried and Nina ask for made sceret promised.

After that, They had son named samosir. One day, Samosir brought a lunch for his father. Toba was very hungry, but samosir didn't came. Then, Toba searched samosir. Toba was very angry. after, meet samosir. Toba angry with Samosir. Samosir was crying. Toba was very angry and broke a sceret promised. then, samosir run up to hills and happened a big earthquake, heavy rain. Then, that place become Lake.

C 4

C 4

O 4

O 3

V 4

V 4

L 3

L 3

m 3

M 4

"Lake Toba"

Once upon a time, there was lived in north Sumatra, He did some gardening and fishing for his daily life.

One day, He fishing, He Caught a big golden fish in his trap. Suddenly, this fish turned into a beautiful princess. They loved each other, and proposed her to be his wife. fish named Minah.

Minah a gave promise to Toba, in order that no said to child, she said: "when have to promise not to tell any one about the secret that I was ~~once~~ a fish, other wise there would be a huge disaster". Toba and Minah marry. They had a child named Samosir.

One day, his father was very hungry. His father asked to bought of lunch. His father waited very long. His father was very angry and he ~~to~~^{was} be angry with Samosir, Samosir cry. His father ^{was} very angry and His father said to Samosir. His father said: "principle you ^{as} fish child."

Samosir ~~run~~^{and} up climbed hills, and happend earthquake was rain happend flood, and ~~the~~ Village become lake Toba.

C : 1
O : 3
V : 3
L : 3
M : 4

C : 3
O : 3
V : 3
L : 3
M : 4

"Lake Toba"

Once upon a time, there lived a farmer, named Toba. One day, he ~~to~~ looked for worm in garden. Then, Toba fishing fish in Lake.

He ~~goe~~ fish. Then, toba ^{went} go to the garden, when He ^{go} back to home, there ^{was} is food in table. Then there ~~was~~ fish turn to become beautiful girl. They one another love. Then, Toba propose sekur. Toba should promise to sekur not to humiliate the children "basis sish child". That ^{was} is a secrets ^{he} is to break, ^{he} ^{broke the promise} will to happen the ^{big} disaster. Then they marry.

A few year later, The son ^{brought} bring food for the sather. The sather ^{was} is very hungry because the son late ^{brought} bring food. Then, the sather broke the son. The son is ^{cried} cry. The sather ^{broke} to break the promise.

Then, the son ^{went} go to run up hills. Then happen ^{to} earthquake and big rain. Then happen flood. Became "Lake Toba"

C 4
O 3
V 3
L 3
M 3

C 4
O 3
V 3
L 3
M 3

Nama : Khairudin Nur Hidayat.

208

Nomor : 16

Kelas : VIII D

"Lake Toba"

One upon a time, there lived a young man named Toba. One day he was fishing in the river. Finally he got a bigger fish, and the fish turned become the beautiful girl. They were loved it's another. They made promise secret.

When Toba ~~to~~ refused promise, would ~~to~~ happened disastered. Toba was agree about that promise, finally they are married. ... 10 years later ...

Toba ~~to~~ ^{had} have the son named Samosir. One day Samosir brought the lunch, but the lunch fell in the street. Toba was angry to Samosir, because his lunch fell.

~~Time~~ ^{when} Samosir ^{was} crying, Toba talk to Samosir, that "You are fish son...!!".

Suddenly, happened eathquake, rain, flood. Finally become "Lake Toba."

C	4	C	U
O	3	O	3
V	3	V	U
L	3	L	3
M	4	M	U

Once upon a time in North Sumatra, there lived a young man, named Toba. He was gardener and he liked fishing. Every day he gardened his garden and every day he fished in the beach.

One day, Toba fished in the beach. He caught the golden fish. Suddenly the fish turned to become young beautiful girl. Then, Toba brought the fish to his house. After that the young beautiful girl helped Toba to clean the house. Toba loved the young beautiful girl. Then they to make love.

After 3 month, Toba proposed Melati. then she ~~to~~ accepted. But, Toba might to promise, when ^{they} had child, he didn't spoke his child "fish child". When he spoke that, would happen disaster. And this was secret.

One day, they married. Then they had one child, named Samosir. Seven years later, Melati ~~to~~ ordered Samosir brought the lunch to Toba. Suddenly the plate broke. Toba was very tired with Samosir. Then he said "You're fish son." Then Samosir cried. Suddenly, heavy rain and earthquake, then they to run up to hill, because flood. Then they all to sink. And became the lake. And named Lake Toba.

C 4	C 3
O 4	O 4
V 3	V 4
L 3	L 4
M 3	M 3

Nama: Okta Mahendra
No : 25
Kelas : VIII E

210

* LAKE Toba *

1. In Sumatra tobe legend name is *Lake Toba*
One upon a time there was a handsome man. His name is Toba. His live! fishing at lake
2. He was surprised to find out that the fish collect. Fish very beautiful because fish there talking-talking that Toba
3. Toba could not bear it. he made the fish free. As soon as it was free. the fish changed into a very beautiful woman. She attracted Toba so much
4. He fell in love with that fish woman. the woman wanted to marry with him and said that Toba had to keep the secret which she had been a fish
5. they were married happily. they had two daughter. one day Toba is very angry with his daughter. He shouted angrily and got the vessel of fish to his daughter. the daughters were crying. Toba broke his promise. the mother was shouting angrily. then the earth began to shake. the earth formed a very big hole. people believed that the big hole became a lake. then this lake is known as Toba lake.

C 3	C 3
O 3	O 3
✓ 3	✓ 3
L 2	L 3
M 3	M 2

Lake Toba

once upon a time, live a young man. his ~~named~~ named Toba.
his occupation is gardening and fishing

One day he fishing in the lake. suddenly he get a fish and
he suprious because a fish change become a beaiful woman. And
than his marry with a woman, a woman propose to toba a
promise for watch over a secret, if toba was refuse so a
disaster will to come.

Last months, he have a son, his named is samosir, one day
toba was very angry at samosir because samosir don't bring
lunch for his. And than toba refuse a promise, samosir mother order
samosir to run up in the hills. suddenly come a disaster. And
than the village change become a lake. Than people why saying
"Lake Toba" ☹

l 2	C 3
o 3	O 3
v 3	V 2
L 3	L 3
M 3	M 3

Nama: Fandy Arif M

No : 11

Kls : 8E

212

Lake Toba

Once upon a time, there was a handsome man, named Toba. He lived fishing he caught fish. He was surprised to find out that the fish could, Toba could not hear. A son of it was. Fise the fish change in the very beautiful girl next he loved many for a girl and they have two daughter.

one day Toba got very ~~angry~~ angry with daughters. He could not control mad. He shouted angry and got the word of fish to his, daughter the daughter were crying.

The mother very angry annoyed. Toba broke his ~~frame~~ frame that the early began shake the earth formed a very big hole - people believed that the big hole became a lake then this lake is known as Toba lake.

C 3

O 3

U 3

L 3

M 3

C 3

O 3

U 3

L 3

M 4

19

Nama : Ilham Dwi Prihanto
No : 16
Kelas : VIII E

213

"LAKE TOBA"

Once upon a time, there was a handsome man. His name was Toba. He liked fishing. One day, he caught a fish. He was surprised to find out that the fish could talk the fish begged him to set it free.

Toba could not bear it. He made the fish free. As soon as it was free, The fish changed into a very beautiful woman, she attracted Toba so much. He felt in love with that fish woman. The women wanted to marry with him and said that Toba had to keep the secret which she had been a fish.

Toba agreed and promised that he would never ^{lie} tell any body about it. They were married happily. They had daughters. one day Toba got very angry while his daughters.

He could not control his mad. He shouted angrily and got the word of fish to his daughters. The daughters were crying. They found their mother and talked her about it.

The mother was very annoyed. Toba broke his promise. The mother was shouting angrily. Then the earth began to shake. Volcanoes started to erupt. the earth formed a very big hole. people believed that the big hole became a lake. then this lake is known as toba lake.

"The End"

C 3	C 3
O 3	O 3
V 2	V 2
L 2	L 2
M 3	M 3

14

Lake Toba

Once upon a time, there lived a young boy named Toba. He lived in Sumatra Island.

One day he went to fishing in the lake. He get a fish. Suddenly the fish changed became a beautiful girl. She was loved by Toba. Then, they married and they have a child named Samosir.

One day Toba command Samosir to buy some food. Because samosir hungry he ate it in trip. His father very angry, then samosir cried. Done intentionally Toba pronounce " Dasar anak ikan".

Suddenly downpour come. And then the island became lake. And it named Lake Toba.

C	3	C	3
O	2	O	2
V	2	V	2
L	3	L	3
M	3	M	3

"Lake Toba"

Once upon a time, lived a young man. His name Toba.

One day \odot He fishing in the lake. Suddenly he ~~to~~ get beautiful fish. Obvious the fish a woman.

She proposed at Toba will to watch over secret.

If Toba ~~was~~ refused so a disaster will to come.

They ^{had} have son, ^{named} samosir. Toba ^{was} very angry at Samosir, because Samosir don't Return home.

After Toba said : "Dasar, anak Ikan!"

Suddenly Swift rain and Samosir run up to hills.

And village Samosir soaked. And formed Lake Toba.

C 3	C 3
O 2	O 3
V 3	V 3
L 3	L 2
M 3	M 2

" LAKE TOBA "

Once upon a time there lived a young man in village. a young man Named Toba. in Village Toba gardening & fishing.

One day Toba can catch the fish. the fish to be able a aspek and to become a beautiful girl. Toba very love a her. They last marry. After wards they have a child, a child Named Samosir. One day Toba a walking alone, & Toba request a lunch for Samosir. Samosir a lunch for His father. Father very angry because a lunch to drop Samosir. and Samosir cry because His father to be angry with Samosir. After wards Samosir run up the hills. to pass a rain and flood. After wards become the earthquake.

They calls This lake " LAKE TOBA ".

C 2	C 2
O 3	O 2
V 2	V 2
L 3	L 3
M 3	M 3

Nama: Peby Anyanto
No : 27
Kelas : VIII E

Lake Toba

217

once upon a time, in sumatra there was a handsome boy. The handsome boy name is Toba. He ^{went} goes to fishing in the gardening. He was surprised to find out that fine fish could.

He was ^{found} Find fish. He scared because the fish changed become beautiful girl. The girl wanted to marry with him and said that toba the secret with she had been a fish.

Toba agreed and promised that he would never ~~tell~~ ^{say} any about it. They had ~~two~~ daughters. name is Samosir.

He could not control himself. They found their mother and talked her about it. The daughters were crying.

The mother was shouting angrily, then the earth began to shake. people belived that the big hole became a lake. This lake name is Toba.

C 3
O 2
V 3
L 2
M 3

C 3
O 2
V 2
L 3
M 3

Nama: Wahyu Santoso

No : 32

Kelas : VIII E

218

Lake Toba

once upon a time there lived a young man named Toba. The job is a gardening and fishing. They lived in North Sumatra.

One day Toba catch a fish. the fish to be able a speak and to become a beautiful girl. Toba was very love her. They last marry. they have a child, named Samosir. One day Toba working, Toba request a lunch for Samosir. Samosir bring a lunch for his father. Suddenly he fallen in road and a lunch split. Toba to wait for Samosir and his lunch. Moment Samosir come without his lunch, Toba angry to Samosir because he already hungry. Toba angry and speak to Samosir. "You is a fish child", Samosir cry and gang to his mother. His mother tell Samosir run up hills. After wards a rain and flood. After wards to happen earth quake. After wards the field to becom a lake.

They call this lake "Lake Toba".

C 3

C 3

O 3

O 2

V 2

V 2

L 2

L 2

M 2

M 3

APPENDIX G

(Documentations)

DOCUMENTATION



Figure 3 : Students find some difficult words based on the text



Figure 4: Students write some difficult words and the meaning in the blackboard



Figure 5: After finding some difficult words the students do the exercise based on the text



Figure 6: Teacher and students discuss , and she offer a help the students if they get difficulties



Figure 7: Students do the exercise by discussing, sharing, and observing together



Figure 8: Students write their ideas and try to write a narrative text



Figure 9: Students change their drafts to other groups and asks them to give some comments and suggestions



Figure 10: Students are observing the learning material before doing the exercise

APPENDIX H

(Research Permits)



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
 10 Jan 2011

Nomor : 988c/UN.34.12/PP/VIII/2012
 Lampiran : -
 Hal : Permohonan Izin Observasi

6 Agustus 2012

Kepada Yth.
 Kepala SMP Negeri 1 Prambanan Klaten
 di Klaten – Jawa Tengah

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Observasi** untuk memperoleh data awal guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

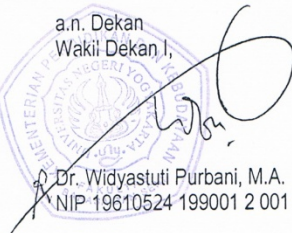
The Effect of Using Inquiry – Based Learning in Students Writing on Eighth Grade at Kepala SMP Negeri 1 Prambanan Klaten

Mahasiswa dimaksud adalah :

Nama : NURTALINA
 NIM : 07202244098
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Agustus 2012
 Lokasi Observasi : Kepala SMP Negeri 1 Prambanan Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
 Wakil Dekan I,

 Dr. Widyastuti Purbani, M.A.
 NIP 19610524 199001 2 001



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 28 Januari 2013

Nomor : 070/772/N/01/2013

Kepada Yth.
Gubernur Provinsi Jawa Tengah
Cq. Bakesbangpol & Linmas
di -
Tempat

Perihal : Ijin Penelitian

Menunjuk Surat :

Dari : Kasubbag Pendidikan FBS
Nomor : 00092c/UN.34.12/DT/1/2013
Tanggal : 21 Januari 2013
Perihal : Ijin Penelitian

Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : NURTALINA
NIM / NIP : 07202244098
Alamat : Karangmalang Yogyakarta
Judul : THE EFFECT OF USING INQUIRY BASED LEARNING STRATEGY IN WRITING ABILITY OF THE ENGLISH GRADE STUDENTS OF SMP NEGERI 1 PRAMBANAN KLATEN
Lokasi : - Kec. PRAMBANAN, Kota/Kab. KLATEN Prov. JAWA TENGAH
Waktu : Mulai Tanggal 28 Januari 2013 s/d 28 April 2013

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perekonomian dan Pembangunan
Ub.



Kepala Biro Administrasi Pembangunan

Hendat Susilowati, SH

NIP. 19580120 198503 2 003

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Kasubbag Pendidikan FBS UNY
3. Yang bersangkutan



**KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI**

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0092c/UN.34.12/DT/I/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

21 Januari 2013

Kepada Yth.
Bupati Klaten
c.q. BAPPEDA Klaten
Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Klaten

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

The Effect of Using Inquiry-Based Learning Strategy in Writing Ability of the Eighth Grade Students of SMP Negeri 1 Prambanan Klaten

Mahasiswa dimaksud adalah :

Nama : NURTALINA
NIM : 07202244098
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Februari – April 2013
Lokasi Penelitian : SMP Negeri 1 Prambanan Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,



Indir Edo Utami, S.E.
NIP.1967013011993122001

Tembusan:
Kepala SMP Negeri 1 Prambanan Klaten



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jl. Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 57424

Nomor : 072/076/II/09
 Lampiran : -
 Perihal : Permohonan Ijin Penelitian

Klaten, 6 Februari 2013
 Kepada Yth.
 Ka. Smp N 1 Prambanan Klaten
 Di -
Klaten

Menunjuk Surat Dekan Fak. Bahasa Dan Seni UNY Yogyakarta No. 0092c/UN.34.12/DT/II/2013 Tanggal 21 Januari 2013 Perihal Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah/Instansi Saudara akan dilaksanakan Penelitian

Nama : Nurtalina
 Alamat : Karangmalang, Yogyakarta
 Pekerjaan : Mahasiswa UNY
 Penanggungjawab : Indun Probo Utami, S.E.
 Judul/topik : The Effect Of Using Inquiry-Based Learning Strategy In Writing Ability Of The Eighth Grade Student Of SMP Negeri 1 Prambanan Klaten
 Jangka Waktu : 3 Bulan (6 Febuari s/d 6 Mei 2013)
 Catatan : Menyerahkan Hasil Penelitian Berupa **Hard Copy** Dan **Soft Copy** Ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten

Besar harapan kami, agar berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
 Kepala BAPPEDA Kabupaten Klaten
 Sekretaris


 Hari Budiono, SH
 Pembina Tingkat I
 NIP. 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :

1. Ka. Kantor Kesbangpol Kab. Klaten
2. Ka. Dinas Pendidikan Kab. Klaten
3. Dekan Fak. Bahasa Dan Seni UNY
4. Yang bersangkutan
5. Arsip.



PEMERINTAH KABUPATEN KLATEN
DINAS PENDIDIKAN
SMP NEGERI 1 PRAMBANAN KLATEN (SSN)
 Jl. Raya Solo – Yogya Km. 47 Kongklangan, Sanggrahan, Prambanan, Klaten 57454
 Telp/ Fax . (0274) 496920

S U R A T K E T E R A N G A N
Nomor : 421.1/606/13

Yang bertanda tangan di bawah ini :

Nama : M. Suryoto, S.Pd.M.Pd
 NIP : 1960204 198303 1 007
 Jabatan : Kepala SMP Negeri 1 Prambanan, Klaten


Menerangkan dengan sesungguhnya bahwa Mahasiswa dibawah ini :

Nama : Nurtalina
 NIM : 07202244098
 Prodi : Pendidikan Bahasa Inggris
 Fakultas : Bahasa dan Seni

Telah melaksanakan penelitian di SMP Negeri 1 Prambanan mulai tanggal 13 Februari s.d. Tanggal 6 Maret 2013 dengan judul materi "THE EFFECT OF USING INQUIRY-BASED LEARNING STRATEGY IN WRITING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP NEGERI 1 PRAMBANAN KLATEN.

Surat Keterangan ini dapat dipergunakan sebagaimana mestinya.

Prambanan. 7 Maret 2013

KEPALA SEKOLAH

 M. SURYOTO, S.Pd.M.Pd
 NIP. 19601204 198303 1 007